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The Playground

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PLAYGROUND ASSOCIATION OF AMERICA

TO PROMOTE NORMAL, WHOLESOME

Play and Public Recreation



Philadelphia Playground Association

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The Cave Men

THE PAGEANT OF THE PERFECT CITY

WILLIAM CHAUNCY LANGDON

New York City

What is a home? It is a fire on a rock in the primeval wilderness around which are gathered a man and a woman singeing the raw meat of the fresh kill and nourishing their young. Again, it is a city,—or it may be, a group of cities,—harmoniously ordered for the best life of the great metropolitan family there gathered together. Such is the ideal that “Boston-1915” has set before it to realize in the next four years as far as may be, in the community of thirty-one cities and nearly 1,500,000 people that center around Boston Harbor. To proclaim its purpose vividly, to enlist the understanding and the enthusiasm of the people, “Boston-1915” produced a pageant last November depicting the development of the city as the home of man from the earliest conjectural days of the Cave Man, through the period of Indian life, and the Colonial times, to the present and on into the future, symbolically suggesting the conditions that “Boston-1915” is striving to create,—the Pageant of the Perfect City.

The poster of the pageant, which was placarded on the bill boards and which also was printed on the program, bore the description “From Cave Life to City Life.” It showed a cave-man standing with his family on an eminence, looking through the clouds at a vision of the city of Boston, as seen from the river bank on the Cambridge side, showing across the water the Back Bay and Beacon Hill surmounted by the gold dome of the State House. It would have been ideal if the pageant could have been given on some such location. The place whose history is being portrayed should be itself always in view of the audience, dominating all the episodes that illustrate its development. But November weather made any out-door performance of the pageant impracticable. The pageant was to be the artistic and dramatic element in the Civic Advance Campaign of “Boston-1915,” its series of conferences and meetings on questions of civic improvement, which was to introduce its winter work. The civic purpose was the main thing; all other considerations had to be set aside. November necessarily was the date, and indoors therefore it had to be. Once reconciled to this severe

THE PAGEANT OF THE PERFECT CITY

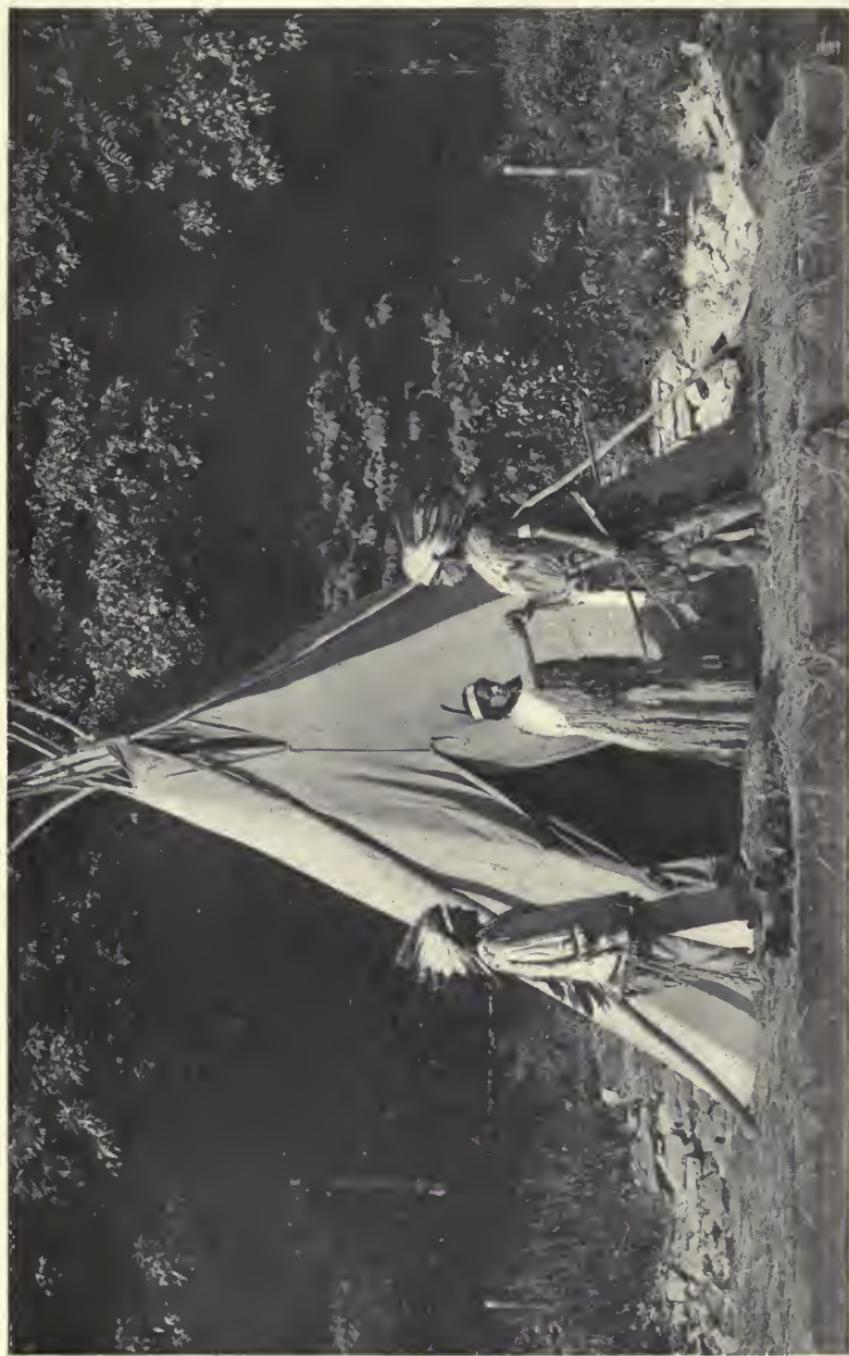
handicap, the place selected was very well suited to the purpose. The pageant was given in the Arena, a large new structure, having a seating capacity of over four thousand, the seats rising in an amphitheatre on all sides except one end of the large oval space, while six tunnels under the seating afforded entrances and exits.

At one end of the long floor was arranged a pile of rocks and trees, adequately representing a small hill. On this hill, after the overture, which consisted of Herbert's "American Fantasia" played by the orchestra, and Keller's "American Hymn" sung by a chorus of four hundred voices, appeared Father Time, with his traditional long white beard, and scythe. In a strong clear voice that carried to the furthest end of the building he chanted the Prologue, of which some of the lines were:

I show the progress of the human race;
From darksome caves man's spirit led him up,
By slow degrees, unto a high estate,
Through storm and stress and struggle unto peace—

Time then called forth from the caves of the rocks Labor, Progress, Success, Prosperity, Peace and Happiness to assist man in his task.

The first episode presented the life of the Cave-Man, the human home in its most elementary form. The orchestra played the Prelude from W. J. McCoy's "Cave-Man," the 1910 Grove-play of the Bohemian Club of San Francisco. Dim light showed a cave man rousing from sleep in front of his cave in the rocks. Clad only in the skin of a wild animal he rose, seizing his club, shaking his shaggy hair and peering out under his hand in search of game. He went off. His mate and his young came out of the cave. Two other women appeared and pounded with stones some kind of coarse grain. There was a cry heard, back in among the rocks. The caveman had made a kill, and soon was seen returning, fighting with two other men over the carcass of a deer. His brother ran to his aid, and he carried his game up to his cave. He made a fire on the rock there. It blazed up and around it gathered the woman and the young ones, while the man cut a piece of flesh from the deer with a sharp stone, and held it in the flames. Then the family devoured it while the light faded away, leaving only the fire on the



The Indian Wedding

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rocks flaring up, the solitary symbol of the human home upon the earth.

It was a fine piece of work, this episode, declaring at the outset the fundamental idea for which "Boston-1915" stands. The Cave-Man presented, shorn of all incidental features, of all the confusing multiplicity of conditions in modern life, the bare essential of the human home. He gave the definition of the city as the home of man reduced to its simplest terms:—a center around which men and women gather to provide the necessities of life. Thoroughly artistic too was the way in which the scene was presented,—confined to the rocks at the farther end of the long space, it was remote. In primitive suggestive effect those who sat at the other end of the hall really had the best view. To them the distance gave it the half obscured effect of being simply a beginning in a prehistoric time.

The intervals between the episodes were filled by the Pageant Dancer, Miss Virginia Tanner. After the first episode, bearing a basket of luscious grapes, she represented Vineland, that American land lying on the borders between history and tradition, welcoming the Norse vikings, beckoning them to come, again and yet again, lingering a moment and then running away into the darkness from which she came.

Then, growing with the strains in the orchestra of Arthur Farwell's "Dawn," the light broke forth upon an Indian standing alone at the foot of the rocks, his upraised arms stretched forth into the light, chanting in his native Iroquois language a call to his people to come, that this was their time and that the hunting grounds of all the hills and the forests were theirs. Out from the obscurity, from the direction of the light, came the Indians, answering the call of their chief,—between thirty and forty of them, real Iroquois every one, braves in war-paint and carrying their weapons, squaws pulling their little ones on drags made of the poles and skins of their wigwams, while the older children ran along by their sides. They put up their tepees at the foot of the rocks and busied themselves with the daily activities of their village life. Some pounded corn or brought water, some wove baskets. Here two or three warriors taught the little boys to shoot with bow and arrow; there a number of young braves played lacrosse. It was the home-life of a tribe of Indians, agile, stately, striking in color, appealing to the heart of the boy in every man.

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The young chief went off to find him a wife. He disappeared and soon came bearing a deer on his shoulders to a wigwam at the other end of the arena where an old man and his daughter sat weaving baskets. The young man threw down the deer as his offer of friendliness. The girl served him food and drink. He asked the father for the girl, and gained his consent. The girl placed her hand in his in token that she would follow him and he led her back to his village. There before the assembled tribe to the monotonous beat of a sort of tom-tom and the varied ejaculatory singing of the other Indians, the young man and the girl danced the marriage dance. Then others danced in celebration of the wedding,—several of the warriors danced, the women danced, a little boy about six years old danced with infectious enthusiasm. Soon came a missionary, a priest, who was received at first with hostility and later with welcome, quickly followed by warning of the near presence of their enemies. Hurriedly the Indians broke their camp and were off, stopping only for the war-dance to emphasize the reason for their departure. As they again took up their march, the orchestra played Arthur Farwell's "Navajo War Dance."

The Indian life showed a long advance toward the city-home. Home to the Indian consisted in a certain degree of community life. The Indian family did not live unto itself, as did the family of the Cave-Man. The marriage relation itself demanded recognition by the tribe. Family life was a specialized activity of the Indian tribe, and the development of the modern city came along the line of the Indian tribal home.

The salt waters of the ocean, bringing the white settlers from the shores of Europe, wrought the great change that marked the interval between the second and third episodes. This was filled with the Dance of the Wave by Miss Tanner. Her dress, spangled as with fish scales, was suggestive of the Mermaid and the wonders of the deep. It was a dance buoyant, changing in mood, sometimes joyous as a surface wave on a sunny day, sometimes quiet with the depth and immensity of the ocean, sometimes capricious, even treacherous in the dangers it suggested for the adventurous seaman.

The third episode, devoted to Colonial life, was in two parts, the first showing the time of struggle for an existence and the second showing the time of greater prosperity. A few colonists accompanied by friendly Indians came tramping up from the east



NORMAN
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BOSTON

The Passing of the Indians

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to select a place for their settlement. After looking the ground over carefully they decided upon a spot at the foot of the rocks, where wood was abundant. Joined by other settlers and by more Indians, they set to work to build their stockade. As soon as this was well started a few of the men went to bring the women to the new settlement. The throng came pouring in, old and young, strong men and women and little children, carrying their goods with them. They made a beautiful picture striding along with their free gait, in their simple quaint dress of plain neutral colors; and there were quite as many of them as in a number of the original settlements 250 years ago. There were 130 of the Colonists—50 men and 80 women, and nearly 100 of the Indians. Working busily to complete their fort, some of the men went farther afield in search of timber. In this way they were apprised of the approach of a war-party of hostile Indians,—the Iroquois of the second episode. They gave the alarm; the women and children were hurried to safety behind the stockade; the men in the woods hurried back just in time. The hostile Indians stealthily crept up and with blood-curdling yells rushed upon the stockade. They were met with a volley from the white men. The Indians answered with a cloud of arrows. Again they rushed upon the stockade to be again repulsed with the loss of a number of warriors. Some of the friendly Indians at once stole out, scalped the dead Indians and returned with a yell into the stockade. After a war-dance the hostile Indians a third time rushed upon the fort, this time to recover their dead, whom they carried off chanting the dirge of the Iroquois. The danger passed, the women and children were brought back and all of the settlement gathered around their minister who led them in thanks to God for their preservation.

This scene introduced into the story of the development of the city as the home of man the element of the permanent abiding place and the function of mutual protection. From the one has grown local patriotism and from the other some of the most important of our municipal activities—the Police Department, the Fire Department, and the Board of Health. Danger from outside came in the earlier days chiefly from the hostility of the barbarous Indians; but the function has continued down into our present conflict against crime, disaster and disease, a conflict equally fatal, more insidious, and quite as hopeful of ultimate victory.

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Colonial life progressed into more prosperous times. The Town-Crier came in, ringing his bell, gathering all the citizens together to listen while the Reverend Jonathan Edwards read the Thanksgiving Day Proclamation. Merriment had free course with the arrival of a host of young people with an ox-cart laden with husking ears. The corn was thrown out on to the ground here and there as the oxen made their way around and groups of the lads and lasses sat down to the husking. Here and there a girl got a red ear; she jumped up and ran, followed by four or five boys, until one of them caught her and kissed her. In every instance the boys seemed really to run as fast as they could and the pleasant old custom was strictly adhered to. While this jolly scene was in progress the chorus sang a Harvest Song which had been written by a young girl of Portuguese family from East Boston, fifteen years old. The poem was brought to the attention of the Director of the Pageant, and it was so good, that she had it set to music, and incorporated into the scene.

HARVEST SONG

Redly the moon of the Harvest
Looms like a beacon for fall;
Bright are the maple-leaves turning,
Shedding a glow over all:
Ripe are the wheat and the maize,—
Lift up your voices in praise:
No more shall we dread winter days,
Or hunger when snow-drifts are tall.

Bring forth the scythes and the sickles,
Sweep down the life-giving grain,
Pluck off the grapes and the apples,
Gather with might and with main.
Store every attic and bin,
Plan for your neighbors and kin
When bitter-cold winter sets in,
And brings with it hunger and pain.

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Heap up the logs in the fire-place,
Fasten the door to the blast,
Roast the brown nuts on the hearth-stone,—
Now is the gay summer past.
Warm your chill hands at the blaze,—
Lift up your voices in praise:
No more shall we dread winter days,
No more need we wander or fast.

Again the Town-Crier came with his bell announcing the imposition of the Stamp Tax. Turmoil and a storm of protests arose resulting in some disorder and the placing of one culprit in the pillory. The minister came that way, however, and called upon his fellow citizens to keep the peace and get them to their work. They broke up into several groups showing some of the home industries of the time. A Spinning Contest, once held on Boston Common, was reproduced; in another part of the hall a Quilting Party was busily at work on their large frames; one of the first Dame Schools in Boston resumed its sessions; and an old time Singing School lined up in front of a nasal-voiced deacon who with pitch-pipe in hand lined out for them one of the hymns ancient and, as its familiarity attests, still modern, which they sang together with utmost precision. These busy scenes merged without interruption into an historical reminiscence of the Governor's reception when His Excellency, Governor Wentworth, showed appreciation of sweet excellence and indifference to class distinction by marrying his pretty and efficient maid-servant. As His Excellency was most unpoetically suffering from the gout, he was deprived of dancing the minuet with his bride, so that delightful honor fell to my Lord Merrington. And a beautiful minuet it was with its 160 people stepping with exquisitely courteous formality to Mozart's music.

Working together, taking their stately pleasure together,—the home life of the community had by the middle of the 18th century become in both senses of the word social. Public affairs also had come to take an important place in the minds of people in all stations of life. In these things lay the significance of this latter scene of the Colonial episode, while the reproduction of the actual occurrence of the Governor's wedding asserted the essentially democratic spirit in all the aristocratic atmosphere of powdered



The Husking Bee at Harvest Time

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wigs, flowered skirts and satin knee-breeches. Quite delightful as an incident, in the story of the pageant it came as a forecast of that sweeping aside of all barriers, whether of social position, of occupation, or of nationality, in favor of the family spirit necessary in the American city which is to be distinctively the home of its community.

But metropolitan conditions were not yet upon them one hundred and twenty-five years ago. Cities then were but small towns and there were comparatively few of them. American life had at that time nothing colossal about it, such as has since become characteristic. The Indians had had to retreat before the white race, but they still occupied more than three-quarters of the country, and no such choice had been presented to them as obliteration or absorption in the flood of an uncompromising civilization. The interval after the Colonial period, between the third and fourth episodes was taken up by a remarkable dance, "The Passing of the Indians," by Miss Tanner and about fifteen of the Iroquois. Dressed as the spirit of the civilization of the Red Man, Miss Tanner first called forth the Indians from their entrance places at the other end of the hall and drew them around her. They sat in a circle as she explained to them in the gesture of the dance that their time had passed and that now they must give way before the white man. Rising, she made them arise, and with motions of beautiful pathos but decisive finality she told them to go, that the end of their day had come. At first incredulous, then with a few slight signs of protest and resistance, the Indians silently obeyed, retiring back, back, still farther westward, their eyes fixed upon her grieved figure until they had reached the rocks. Up to the top of the rocks they climbed, and there they stood, a retrospective vision of the past, watching the cumulative progress of the city in the present and the future, spread out below them through the succeeding episodes.

Once more at the beginning of the fourth episode Father Time appeared, chanting the verses of a characteristic prologue and calling upon Boston and her Neighbors to appear and preside over the scenes of the Present and the Future.

There still are conquests for mankind to win
In realms above the plane of time and space;
For grander cycles still are near at hand
To bring a larger and a better life.

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Accompanied by the stirring music of Elgar's "Pomp and Circumstance," in splendid procession Boston came forth attended by the thirty neighboring cities and towns in the Metropolitan District. She was impersonated by a woman with white hair but in the prime of life. The conception was stately and inspiring. Robed in blue, wearing on her head the gold dome of the State House, her ample train of blue and green gauze, carried by seven young girls, representing the seven districts of the City of Boston, she stood on a slightly elevated dais, her districts disposing themselves around her in their relative geographical position, the folds of her blue-green train representing the waters of Boston Harbor. On either side of her were grouped the Neighboring Cities, each appropriately robed and bearing some symbol or insignia of her town. Lynn, for instance, as Industry, carried a large cogwheel as a shield; Chelsea, recovering from her disastrous fire, wore the phoenix on her head as a crest; Canton carried the copper bells cast by Paul Revere; and Quincy, in granite colored robes, carried the anchor to represent the ship-building industry. It was a splendid, an imposing spectacle, instinctively calling forth the admiration of the stranger and the local pride of those who resided in the Metropolitan District. The civic question for every citizen in this personified characterization of Boston and her Neighbors was—Is it true? Are these cities thus resplendent in their nobility and worth? Or can they be, shall they be? and the answer varies according exactly to the local patriotism and civic determination of which the individual citizen is capable.

To depict present-day conditions in the pageant must have been most difficult, for the reason that it would be so easy to do it ineffectively. To select for representation certain conditions from the complex civilization of our times would be in itself a task almost requiring resort to arbitrary choice. Simply to reproduce them right off the street would have been, from our familiarity with them, merely to render them flat and commonplace. Yet for these scenes to be artistic and to have their proper effect as parts in the whole the work must meet the requirement of strict conformity to simplicity and truth. It would seem then that the only way to do this was by the method which was used, to keep the scenes of the present themselves strictly literal in their representation and to heighten their effect by contrast. This was done by bringing the present

Boston and Her Neighbors



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before the magnificent group of Boston and her Neighbors in contrast with the past.

The present status of Communication was shown by the Town-Crier's entrance, ringing his bell and announcing to a group of Colonists the birth some weeks before of an heir to the British crown, followed by a flock of newsboys,—a hundred of them,—right off the street, who flooded up the hall selling their papers and crying "Wuxtry! Wuxtry!" The contrast in Travel was shown by the Sedan Chair followed by an electric automobile which with Edison's new storage batteries had just finished a 1,000 mile endurance run through the White Mountains, and seven miles up Mt. Washington. The new character of Education, "a sound mind in a sound body" was shown by a basket-ball game played by girls of the Roxbury High School while the old Dame School was taken out for a quiet walk under admonition not to look to one side or the other. During these scenes Elgar's "Contrasts, 1700-1900" played by the orchestra itself showed the change in music from the past to the present.

As the pageant turned to the future, symbolism properly and necessarily governed the expression more and more. Music suggested by one of America's greatest prophets was played during these scenes,—excerpts from Arthur Farwell's new work for orchestra, on Walt Whitman's "I Passed Through a Populous City." Prevention is the chief characterization of all constructive civic work,—prevention, forestalling the evils of disease and disaster and ensuring freedom for the work and recreation of a normal life. Symbolic dances represented this characteristic of the future life of the city,—grayish figures representing dust-clouds, sweeping up upon Boston and her Neighbors in their effort to scatter disease and uncleanliness upon them, and driven back by symbolical protectors, the Knights of Economy. So also another similar attack was made by the Flames which also was repulsed.

The great effort of "Boston-1915" in its civic work is to unite the people of Boston and vicinity in determined business-like effort to make of their towns, each separately and all together as a metropolitan community, a Perfect City. The essential thing in this is the bringing the people together. Accordingly, in the climax of the pageant this was strikingly represented by showing the assimilation of the foreign peoples. There is hardly a more distinctive or more

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joyous expression of the character of a people than their folk-dances. They are also specially significant in the development of our future American life. The introduction of the folk dances into the schools of this country has proved a very strong factor in the Americanizing of the immigrants. Finding that their most joyous national recreation in the old country is appreciated in the new country, the confidence of the older people is won, and the respect of the children for their parents, which so often suffers from the greater facility with which the younger generation learn the new language and new customs, is strengthened when they find that the dancing which is taught in the great schools of America has been familiar to their fathers and mothers since childhood. Groups of these foreign peoples in their national costumes came up to a position in front of Boston, performed one of their national dances, then went around behind and took their place in her retinue. Swedes, Italians, Russians, Irish,—some ten or more of them,—nation after nation, joined the increasing throng, adding the bright colors of their picturesque costumes to the spectacle that symbolized the Perfect City. Finally over a hundred and twenty young girls dressed in white and wearing sashes of red, white and blue, representing America, surged up to Boston in a beautiful fluttering dance, exquisitely fresh and girlish in every motion. As they in turn took their places the March Past of all the pageanters began, passing around the hall in review before the people of Boston and singing "The Star Spangled Banner."

A new and bold advance in pageantry is marked by this Pageant of the Perfect City. It is the first time either in England or in this country that a pageant has been given to present to the public the purposes which a civic organization is trying to realize. This kind of pageant has great possibilities before it; and it is a type of pageant that will prove most attractive to the artist in pageantry, and most valuable as an exposition of the ideals of social work. Great credit is due to the Director of the Pageant, Miss Lotta A. Clark, for the originality of the conception, for the comprehensive treatment of the general construction and for the artistic character of the detail workmanship. To organize the participants, coming as they did, some from each of the thirty surrounding cities as well as from Boston itself, was a piece of work of considerable magnitude. Planned at first for one thousand performers, the growing

YEAR BOOK

interest as rehearsals progressed brought hundreds of applications from people who wanted to take part. So the number was increased to fifteen hundred and even then hundreds more were refused. This in itself, as much as any feature of the pageant showed its value. The pageant illustrated to how remarkable an extent it was possible to organize the people of these many cities for a single piece of civic work. It also contributed materially toward enlisting a wider public interest in the realization of the ideal before them, the Perfect City.

YEAR BOOK

PLAYGROUND ASSOCIATION OF AMERICA

It is no small task to persuade playground people to stop playing long enough to make out tables of statistics. If the preparation of statistics could only be made into a game which could be played out of doors under exciting conditions the Year Book would be much longer. In some cities you will find on the table of the playground leader, or perhaps in his waste basket, three or four letters and finally a telegram—all asking for the statistics which have never come. If your city has been conducting playgrounds and no report is included, just obtain from us the name of your delinquent fellow citizen and call upon him. The Association might have filled in approximately much information for cities not included in the Year Book, but the policy has been to use only the information furnished on blanks filled out and signed by local leaders.

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		Playground Commission	Edward B. James.....	Joseph H. Beale
		Playground Commission	Chairman, William J. Howes.....	Mrs. James A. Allen
		Playground Association	Chairman, John A. Keefer.....	John W. Logan
		Playground and Social Service League	Hon. J. J. Pickman.....	Charles A. Whittet
			Chairman of Executive Committee, William C. Brewer.....	Samuel B. Paul
			H. D. Hemenway	W. H. Whiting
			Delcvere King	Ernest G. Gay
			Hon. A. A. Perry	Mrs. George S. Whiting
			George D. Chamberlain	Raymond A. Bidwell
			Dr. Richard Hinckley	Mrs. Harriet W. Dyke
				John F. McGrath
Northampton	Northampton Playground Association			
Quincy	Playground Association			
Somerville	Somerville Playgrounds Association			
Springfield	Springfield Playground Association			
Waltham	Playground Association			
Worcester	Worcester Playground Association			

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS—*Continued*

STATE AND CITY	NAME	PRESIDENT	SECRETARY
MICHIGAN			
Grand Rapids	Playground Association of Grand Rapids.....	Charles W. Garfield	Mrs. C. H. Gleason
Kalamazoo	Playground Association	Bessie Goodrich	
MINNESOTA			
Duluth	Duluth Playground Association	Dr. L. A. Crandall	Lucien A. Barnes
Minneapolis	Minneapolis Playground Commission	Philip C. Scanlan	C. M. Crosby
MISSOURI			
Kansas City	Public Playgrounds Association	Louis W. Shouse	F. B. Barnes
St. Louis	Public Recreation Commission		Charlotte Rumbold
NEW JERSEY			
Bayonne	New Jersey Playground Association.....	Hon. G. H. Dalrymple, Passaic	A. F. Knight, Montclair
Camden	Playground Commission	Alexander Christie	R. McAdie
East Orange	Board of Playground Commissioners.....	Upton U. Jeffries	P. C. Messersmith
Elizabeth	Board of Playground Commissioners.....	William Stagg Cerrin	Lincoln E. Rowley
Hoboken	Board of Playground Commissioners.....	B. H. Campbell	Richard E. Clement
Morristown	Board of Playground Commissioners.....		C. Ferdinand Wolff
Newark	Morristown Playground Association	Grimmell Willis	F. W. Ford
Passaic	Board of Playground Commissioners.....	George W. Jagle	Philip A. Gifford
Paterson	Board of Playground Commissioners	Hon. George H. Dalrymple	Charles F. H. Johnson
Plainfield	Passaic Playground Association	Elias J. Marsh	Dr. Orville R. Hazen
Rutherford	Paterson Playground Association	George P. Mellick	H. E. Parker
Trenton	Plainfield Playground Commission	R. E. Rose	Lily Wolf
	Rutherford Playground Association	Edmund C. Hill	Erwin E. Marshall
NEW YORK			
Buffalo	Playground Commission	Hon. Harry L. Taylor	Thomas F. Cooke
Fulton	Playground Association	J. C. Murry	

Hornell	Hornell Playground Association	Mrs. Guy E. Meeker.....	H. S. Smith
Mount Vernon	Playground Commission	Rev. Robert P. Kreitler.....	Suzanne M. Stone
New York City	Parks and Playgrounds Association	Eugene A. Philbin.....	Lulu Morton
Oswego	Oswego Municipal Playground Association	Richard K. Piez	Mrs. Mary H. MacElroy
Rochester	Children's Playground League	Benjamin B. Chace	Bessie Edgerton
Watervliet	Playground Association	Mrs. C. H. Brennan	Mrs. L. J. Early
NORTH CAROLINA		Meta Eloise Beall Thomas H. Wright	
Greensboro	Playground Association	Mrs. E. Sternberger	
Wilmington	Wilmington Playground Association	Rev. A. W. McClure	
OHIO		Mrs. Norman T. Krause Albert H. Morrill	
Canton	Canton Park and Playground Association	Fred W. Witter	Edgar S. Martin
Cincinnati	Park and Playground League	George R. Balch	
Columbus	Department of Public Recreation	F. A. McKenzie	
Dayton	Vacation Schools and Playgrounds Association	Rev. David Lefkowitz	
Mount Vernon	Playground Association	C. G. Conley	Grace A. Greene
Portsmouth	Playground Association	Mrs. Samuel Horchow	W. B. Chapman
Springfield	Springfield Playground Association	B. L. Blagg	Mrs. C. E. Brown
Youngstown	Playground Association	Leo Guthman	B. B. McIntire
			Mrs. M. Moyer
PENNSYLVANIA		Mame M. Stoner Mary H. Davis	
Allegheny	Playground and Vacation School Association of Allegheny	Mrs. John Cowley	Mrs. Louis C. Martin
Chester	Playground Association of Chester	Mrs. H. C. Cochran	W. F. Carey
Homestead	Playground Association of Homestead	James L. King	Mrs. Elizabeth Royce
Lancaster	Lancaster Playground Association	H. S. Williamson	William A. Stetcher
New Castle	New Castle Playground Association	Dr. M. G. Brumbaugh	W. D. Champlin
Philadelphia	Playgrounds Association of Philadelphia	Hon. William H. Stake	Mrs. George Kramer
Pittsburgh	Municipal Playground Commission	Miss Beulah Kennard	Blanche A. Zieber
Reading	Pittsburgh Playground Association	H. W. Kingsbury	W. L. Hill
Scranton	Playground Association of Scranton	F. P. McKibben	Mrs. Otto Gminder
South Bethlehem	South Bethlehem Playground Association		

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS—*Continued*

STATE AND CITY	NAME	PRESIDENT	SECRETARY
RHODE ISLAND Newport Providence	Newport Playground Association	J. P. Cotton Hon. Frederick Rueckert.....	W. H. Chapin Rush Sturges
	Providence Playground Association		
SOUTH CAROLINA Charleston	Playground Commission	T. J. McCarthy.....	Dr. Sarah C. Allen
TENNESSEE Knoxville Memphis Nashville	Playground Association of Knoxville	J. A. Switzer	May L. Treadway
	Playground Association	Mrs. Thomas M. Scruggs.....	
	Playground Association	F. P. McWhirter.....	Bradley Walker
WASHINGTON Seattle Tacoma	Playground Association	Dr. Walter Vose Gulick.....	Henry H. Garretson
	Tacoma Playground Association		
WEST VIRGINIA Wheeling	Playground Association	George O. Nagle	R. B. Taylor
	Tacoma		
WISCONSIN Milwaukee	Association for Public Play and Social Education	J. H. Puelicher	Mary Forbes
	Oshkosh Playground Association	Stephen Radford, Jr.....	Alexander Platz
	Watertown Playground Association	E. J. Brandt.....	
CANADA Montreal Toronto	Parks and Playgrounds Association	Sir Alexander Lacoste	A. P. Lewis
	Playground Association	C. A. B. Brown	H. L. Hickok
	Playground Association	Hon. T. Mayne Daly	Lionel D. Beard
	Playground Commission	R. D. Waugh	

PLAYGROUND FACTS.

Reports have been received from only 184 of the cities maintaining playgrounds. These 184 cities during the year ending November 1, 1910, maintained 1,244 playgrounds, employed 3,345 men and women exclusive of caretakers, and expended \$3,025,779.23. The reports failed to indicate whether 1,044 of the persons employed were men or women. Where the sex of the worker was given 810 were men and 1,491 women. Thirty-two cities employed 643 workers throughout the year.

In 17 cities playgrounds were maintained by playground commissions, in 15 cities by school boards, in 28 cities by park boards, in 27 cities by playground associations, in 5 cities by private individuals, in 88 cities by other agencies or by several agencies combined.

In 62 cities the playgrounds were supported by municipal funds, in 51 cities by private funds, in 59 cities by both municipal and private funds, in one city by municipal and county funds. In 11 cities the sources of support were not given.

In 68 cities 219 playgrounds were open throughout the year. Eight hundred and seventy-four playgrounds were open only during July and August. In 3 cities some of the playgrounds were open nine months. In 5 cities some of the playgrounds were open April 1st to December 1st, in 5 from April 1st to November 1st, in 4 from May 1st to November 1st, in 6 from May 1st to October 1st, in 2 from June 1st to December 1st, and in 4 from June 1st to November 1st. Two hundred and fourteen playgrounds in 60 cities were open evenings.

Thirty-one cities reported that their school houses were used as recreation centers. Twenty-seven of these cities reported 201 such centers.

The number of cities reporting special playground activities were as follows: dramatics, 26; folk dancing, 94; gardening, 43; industrial work, 76; libraries, 52; self-government, 40; singing, 72; story telling, 114; swimming, 69; wading, 51.

According to the reports received supervised playgrounds were first established in 128 cities as follows: One city in 1887, one in 1895, one in 1896, one in 1898, one in 1899, 7 in 1900, 5 in 1901, 2 in 1902, 2 in 1903, 5 in 1904, 4 in 1905, 9 in 1906, 6 in 1907, 13 in 1908, 35 in 1909, and 35 in 1910.

WHAT CITIES "PLAYED" LAST YEAR AND HOW

*Population. In all cases where the census figures for 1910 are available, they have been used. Where * is used, the figures are taken from the census for 1900.

STATE AND CITY	Population		Hours Open	Averarge daily Attendance and Average Expenditure of Employees or Commissaries of Playground	Managing Authorities	Sources of Support	Year first opened	Playground was superintended by Festivalhead	Sources of Information
	Men	Women							
ARIZONA	*7,531	.....	.....	.....	School Board.....	\$800.00	Municipal funds	1909	J. W. Kuykendall.
Tucson	*11,587	6	.....	All	.....	.....	.....	.....	.....
ARKANSAS	.....	.....	.....	.....	School Board.....	.....	Municipal funds	.....	.....
Fort Smith	*7,327	7	.....	.....	Park Commission	30,000.00	Municipal and private funds..	1909	A. L. McLane,
CALIFORNIA	*12,470	6	.....	.....	.....	.....	.....	1910	Ernest Bradley.
Eureka	.....	.....	.....	.....	.....	.....	.....	.....	W. J. Desmond.
Fresno	.....	1	.....	1	4 hours	30	Tamalpais Centre	38,950.00	.....
Kentfield	.....	1	.....	1	.....	.....	.....	.....	.....
Long Beach	.....	.....	.....	.....	Throughout year	.....	.....	.....	.....
Los Angeles	319,198	13	18	14	School days, 25-30	2,247	Playground Commission.	36,214.28	Municipal funds
Oakland	150,174	6	5	3	Sundays, 2-5 Holidays, all day	.....	.....	.....	Bessie D. Stodart.
Pasadena	30,291	1	1	1	Evenings, 7-8 P.M. After school and holidays 1-30, 5-30 Holidays, 9-5-30	1,236	Playground Commission	9,480.97	Municipal funds
Riverside	*7,973	1	2	3	.....	.....	Playground Commission	5,000.00	George E. Dickie.
Sacramento	44,696	1	2	3	All	.....	Playground Commission	5,421.96	Augusta Senter.
San Bernardino	*6,150	1	1	1	All	.....	Playground Commission	2,300.00	S. C. Evans.
San Diego	39,578	1	1	1	1-5	90	Playground Association.	850,000.00	M. R. Beard.
San Francisco	416,912	4	3	2	9-7	400	Playground Commission	9,750.00	S. W. McNabb.
San Jose	.....	7	.....	.....	.....	.....	School Department .....	.....	Grant Conrad.
	28,946	.....	.....	.....	.....	.....	.....	.....	Joseph R. Hickey.
	.....	.....	.....	.....	.....	.....	.....	.....	Alexander Sherriffs.

Santa Barbara	*6,587	2	2	10-12, 2-25	200	Neighborhood House Association.....	\$571.00	Municipal and private funds.	1907	Margaret Baylor.
COLORADO	213,381	9	8	3	12 hours	3,000	Playground Association.	14,157.56	Municipal funds	O. D. Cass.
CONNECTICUT	Hartford	1	1	2-5	Thomas S. Weaver.
Middletown	98,915	5	1	17	1-5, 9-5	1,293	Board of School Visitors.	1,575.00	Municipal and private funds.	1900
New Britain	11,851	1	1	3	All	300	Social Service League.....	267.00	Private funds	1910
New Haven	43,916	1	1	1	Improvement Association	425.00	Mrs. Oscar Ruhns. Eben Jackson.
New London	133,605	6	5	15	Y.M.C.A.	856.19
Stamford	19,659	3	2	2	Woman's Club	180.00	Private funds	L. M. Johnson.
Waterbury	2,138	2	2	2	Sunshine Society	275.00
DELAWARE	73,142	3	1	3	Commonwealth Club	Charles B. Jennings. Edith Barclay.
Wilmington	87,411	1	1	1	Civic Federation Committee.	2,000.00	Municipal funds	1900
DISTRICT OF COLUMBIA	Washington	331,069	11	8	16	All day	A committee	1,200.00	Private funds	1909
FLORIDA	Pensacola	22,982	2	4	Park Department	492.65	John Bradford.
GEORGIA	Atlanta	154,830	9	2	8	9-12, 3-6	7-30-10	278	Municipal and private funds	1906
ILLINOIS	Alton	*14,210	1	1	Industrial School Association	429.93	Dan Cary.
Bloomington	25,768	3	3	3	Associated Charities	210.00
CHICAGO	2,185,283	16	16	16	16	8-10 and 12	8-30-10	250	356.10	James E. West.
CHICAGO	2,185,283	16	16	16	16	16	10-10	75	25.00	Edward R. Mack.
CHICAGO	2,185,283	2	4	3	3	3	60	300	782.60
CHICAGO	2,185,283	2	4	3	3	3	75	75	325.00
CHICAGO	2,185,283	2	4	3	3	3	60	300	215.00
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WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Playground Number of Playgrounds	Number of Employees Exclusives of Men Women	Hours Open	Managing Authorities	Expenditures	Sources of Support	Sources of Information
ILLINOIS (Continued)								
Bryanston.....	*19,259	{ 1 1 4	1 1 4	1 1 4	9-9:30	250 { Small Park and Play- ground Association Individual Park District	Private funds... Municipal funds	1910 Mrs. R. B. Ennis.
Rockford.....	45,401	5 2	5 2	3 4	7 hours 7; Sunday, 4	401 150	Playground Commission Playground Association	Municipal funds. Municipal and private funds..
INDIANA								1910 H. W. Williams.
Kryansville.....	69,647	5	5	3	7	1,253	Playground Commission Public School Board ...	Municipal funds. Municipal funds.. Municipal funds.
Fort Wayne.....	63,933	2	2	1	4	50	Playground Commission Public School Board ...	1909 J. W. Schneider.
Indianapolis.....	233,059	7	7	17	7-30 7:30	2,050.00	Playground Commission Public School Board ...	Mrs. S. R. Taylor.
Richmond.....	*18,226	1	1	1	.....	800.00	Playground Commission Public School Board ...	N. C. Heironimus.
IOWA								.....
Burlington.....	*25,201	1	4	3	8-6	250	Playground Association Federation of Women's Clubs	1908 Mrs. C. B. Lundgren
Davenport.....	43,028	4	4	2	{ 1. All day 2. AF'm'n 4 hours	110	Committee of Women's Clubs	R. K. Atkinson
Des Moines.....	86,368	2	2	2	.....	150.00	Playground Association Federation of Women's Clubs	J. G. Hoffer
Dubuque.....	38,494	1	1	2	.....	100	Private Individuals	Mary Killen
KANSAS								.....
Leavenworth.....	*20,735	1	1	1	Afternoon and evening All day	500.00	Private funds...	.....
KENTUCKY								.....
Frankfort.....	*9,487	1	1	1	.....	250.00	Municipal and private funds..	1910 A. G. Johnson
Lexington.....	35,099	{ 1 1 2	13 2	18 2	9-12 9-12 1-6	150 6,000 300	Park Commission..... Recreation League	Municipal funds.. Municipal and private funds..
Louisville.....	223,928	1	1	1	.....	176.00	Women's Literary Union Civic Club.....	1901 Lafon Allen
MAINE								.....
Auburn.....	*12,951	2	2	2	6½ hours	250	Women's Literary Union Civic Club.....	1908 H. H. Randall
Portland.....	58,571	{ 3 1	3 1	6 1	9-5 6 1	175 600 325	Park Commission..... Private Individual.....	Mrs. J. O. Rice
Westbrook.....	*7,288	1	1	1	6 hours	569.20	Private Individual.....	Maurice Ross
MARYLAND								.....
Baltimore.....	558,485	42	33	105	9-6	12,646	{ Children's Player's nd Ass'n and Public Athletic League	1905 Mary G. O'Brien
Cumberland.....	21,839	1	1	1	9-12 2-5	150	Civic Club.....	1910 Mrs. A. H. Amick

Year first
superior was
playground established

Average daily
attendance July
and August

Number of
employees
exclusives of
men
women

Hours Open

Managing
Authorities

Expenditures

Sources of
Support

Sources of
Information

MASSACHUSETTS

Attleboro.....	16,215	23	76	Spring & fall 4.5-3 Sat. 9-1 Summer 10-5 Sat. a.m. Winter 9-10 (2) 10-5 (2) always Always 5 hours	7,428	School Committee.....	21,662.13	Municipal funds..	1887	Charles A. Whittet
Boston.....	670,585	35	1	20	Park Department	53,302.64	Municipal funds..	E. B. Mero	1903	C. F. Coy Kendall
Cambridge.....	104,839	9	6	2	Public Grounds Department.....	500.00	Municipal funds..	Ernst Hermann	1902	Ernst Hermann
Fitchburg	57,526	6	7	6	1,200	Bath Department.....	1,800.00	Municipal and private funds..	1902	Fred. N. Dillon
Gardner.....	14,690	1	1	1	6 hours	Committee of ladies.....	1,023.00	Municipal and private funds..	1902	A. W. Bancroft
Holyoke.....	57,730	{ 4	3	14 }	9-6	Park Commission.....	16,258.61	Municipal and private funds..	1902	William J. Howes
Hyde Park	15,507	2	1	1	1.30-5.30	Playground Commission.....	8,500.00	Municipal funds..	1902	John W. Logan
Lawrence.....	85,892	{ 4	1	5 days a week	Park Commission.....	870.71	Municipal funds..	1902	D. E. Callahan
Lowell	106,294	5	5	14	9 hours	Park Commission.....	16,500.00	Municipal funds..	1902	Charles A. Whittet
Lynn.....	59,336	2	3	2	10 hours	Park Commission.....	359,415.79	Municipal and private funds..	1902	H. H. Buxton
Malden.....	44,404	3	3	3	Park Commission.....	4,620.00	Municipal funds..	1902	S. K. Nason
Melrose.....	15,715	1	1	9-0	Park Commission.....	1,475.00	Municipal funds..	1902	Victor C. Kirmess
Methuen.....	11,448	2	1	1	10 hours	School Committee.....	150.00	Municipal funds..	1902	J. T. Douglas
Milton.....	7,924	1	1	1	All day	Park Commission.....	750.00	Private funds..	1902	Mrs. P. B. Field
New Bedford	96,652	{ 8	8	16	All day	Committee.....	4,192.35	Municipal funds..	1902	Lewis H. Field
Newton.....	39,806	10	2	9-11.30	Special Committee.....	Forestry and School	1902	William C. Brewer	
Northampton	19,431	3	3	3	1.30	Women's Club.....	Depts. and Voluntary	1902	W. H. Whiting	
Peabody.....	15,721	3	1	1	9-4.30	Education Dept.....	Organizations.....	1902	D. King	
Quincy.....	32,642	{ 1	1	1	9-12 2-5	210	Playground Association.	1902	C. Lantz	
Salem.....	43,697	7	9	4	9-12 2-4.30	110	Park Commission.....	1902	Mrs. George S. Whiting	
Somerville	77,236	11	6	10	9-11.30 2-4.30	25	Playground Committee.	1902	A. E. Metzdorf	
Springfield	58,926	10	11	16	9-12 2-8	1,250	Park Commission.....	1902	Mrs. H. W. Dyke	
Waltham.....	27,834	3	2	5	9-5	10	Park Department.....	1902	1903	
						28	Playground Association.	1902		
						10	Vacation School.....	1902		
						11	Educational Society..	1902		
						12	Municipal and private funds..	1902		
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						178	Private funds..			

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY.	Population	Number of Playgrounds	Number of Employees of Contractors	Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first Playground was opened	Sources of Information
								Playground was opened	
MASSACHUSETTS(Cont.)									
Webster.....	11,500	1	1	6 hours	176	Private Individuals.....	\$1,085.00	Private funds.....	John E. Hickey
Winchester.....	9,300	2	2	9-11.30 2.5	190	Park Board.....	157.02	Private funds.....	Mrs. Wm. W. Fordham
Winthrop.....	10,132	2	10	9-12 2.5-3.0	6,595	Women's Club.....	10,976.57	Municipal and private funds.....	1909
Worcester.....	145,986	21	43			Playground Association.....			1910
MICHIGAN									
Detroit.....	465,766	11	15	33	2,178	Board of Education.....	8,700.00	Municipal funds.....	George F. Booth
Grand Rapids.....	112,571	4	4	....	800	Park Department and Board of Education.....	1,920.00	Municipal funds.....	George E. Parker
Kalamazoo.....	*94,404	2	3	2	82	School Board.....	525.00	Municipal Funds.....	Charles W. Garfield
MINNESOTA									
Duluth.....	78,466	12	1	10	12 hours	Park Commission.....	250.00	Municipal funds.....	Henry Cleveland
Minneapolis.....	301,408	8	16	4	All day	School Board.....	48,215.00	Municipal funds.....	C. T. Booth.
St. Paul.....	214,744	5	6	5	All day	Park Board.....			1906
MISSOURI						City Council.....			
Jefferson City.....	* 9,664	1	1	9-6	4,088	Park Commission.....	90.00	Private funds.....	F. B. Barnes.
Kansas City.....	*2,331	1	1	9-6	70	Playground Commission.....			
St. Louis.....	687,029	9	12	1	9-6	Y.W.C.A.....			
NEBRASKA						Franklin Institute.....			
Lincoln.....	43,973	1	1	1	18 hours	Church.....			
York.....	*5,132	3	10	2	15 hours	Public Reception Commission.....	17,127.77	Municipal funds.....	Charlotte Rumbold.
NEW HAMPSHIRE									
Concord.....	*19,632	1	1	9-12; 2-5	8 hours and 12 hours				
					5½ hours	125	City Improvement Society.....	180.00	E. S. Ripley.
					10 hours	800	Park Commission.....	14,700.00	N. A. Dean.
						76	Committee Representing City Government.....	500.00	Municipal and private funds..
							Woman's Club & Y.M.C.A.		1910 H. R. Cressy.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Playgrounds	Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first playground was established	Sources of Information	
								Employeees of City Employees of City	
NEW YORK—Cont.									
New Rochelle	28,867	1	.....	.....	.....	.....	1910	Albert Leonard.
New York City	4,766,883	{ 30 50 250 949 36 8	{ 9-7 9-12; 1-5, 30 9-12; 7, 30-10	{ 15,000+ 119,065	{ Committee representing City Council and Board of Education. Board of Education.....	{ \$45,000.00 Municipal funds. 52,484.18 Municipal funds.	1898	Michael J. Kennedy. Howard L. Bradstreet. Edward W. Stitt.	
Niagara Falls	30,445	2	2	2	1,30-9	150	121,006.86 Municipal funds.	.....
Oswego	23,838	2	2	2	{ 1-1.9 (1) 0.6 (2) 0.6 (3) 9-9	8 hours 700	Private funds.....	1909	E. F. Comter. R. K. Piez.
Rochester	218,149	6	9	14	12 hours	1,506	27,123.43 Municipal and Park Department.....	1900	Marion B. Newton.
Syracuse	137,249	2	3	2	All day	2,370	16,260.15 Municipal and private funds	1906	M. O. Stone. Winfred J. Smith. Park Commission.
Troy	76,813	3	6	6	and evening 1-5.30	2,100	2,148.26 Childrens' Playground League.....	1906
Utica	74,410	3	3	6	8 hours	275	30,550.00 Municipal funds.	1906
Watertown	26,736	2	1	1	{ (1) forenoon (2) afternoon 1-6	75	4,200.00 Municipal and private funds.	1908	W. H. Morton.
Watervliet	15,074	3	.....	3	.....	2,040.12 Municipal and private funds.	1908	Gertrude W. Knowlton
Yonkers	79,803	.....	.....	.....	.....	355.98 Private funds.	1908	Mrs. C. H. Brennan. 1 playground not yet developed. { James Y. Penno.
NORTH CAROLINA									
Wilmington	25,748	1	.....	.....	.....	460.00 Private funds.	.....	W. G. MacRae.
OHIO									
Akron	69,007	1	1	2	All day	445	1,500.00 Municipal and private funds.	1909	Mrs. J. F. Barhart.
Canton	50,217	2	3	2	8 hours	950.00 Private funds.	1909	Mrs. N. T. Krause.	
Cincinnati	364,403	7	5	15 hours	3,530	Municipal funds.	1907	M. C. Longenecker.	

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

WASHINGTON	Seattle	327,194	7	5	7	8 a.m.-9 p.m.	3,000	Park Department	71,783.06	Municipal funds	1908	J. H. Stine.
		{ 2	2	2	2	12-9	421	Park Board and Play-ground Association	1,293.75	Municipal and private funds	1909	H. H. Garretson.
	Tacoma.	83,743	8	2	1	{(7) all day (1) 2-9 p.m.	402	School Board	57161.78	private funds	1909	Grace Isaacs.
	Walla Walla	19,364	1	.....	1	Afternoons	40	Women's Park Club	1,500.00	Private funds	1909	R. B. Taylor.
WEST VIRGINIA	Wheeling.....	41,641	2	4	3	8 hours	350	Playground Association	2,100.00	Private funds	1909	J. C. Schubert.
WISCONSIN	Madison	25,331	3	2	2	7½ hours	400	School Board	1,175.00	Municipal funds	1905	Mary Forbes.
	Oshkosh.....	33,082	6	1	7	9½-11; 45; 2-5	885	Playground Association	1,660.46	Private funds	1910	C. A. Armstrong
	Kaukauna	35,002	1	1	1	All day	200	Park Commission	20,290.00	Municipal funds	1906	H. F. Leverenz
	Sheboygan	26,398	8	.....	.....	.....	.....	Board of Education . . . . .	.....	.....	.....	.....
CANADA	Halifax	+4,882	3	.....	6	6 hours	. 250	School Board	410.00	Municipal and private funds . . . . .	.....	A. McKay
		{ 7	.....	14	8 hours	1,080	Board of Education	2,392.00	.....	.....	.....	.....
	Toronto	1355,000	3	1	6	10 hours	742	Playground Association	28,367.00	Municipal and private funds	1906	James Wilson.
		{ 1	1	2	10 hours	1,269	City Council	26,983.00	.....	.....	.....	.....
	Winnipeg	+130,000	11	15	7 hours	2,453	Playground Commission	8,000.00	Municipal funds	1908	Lionel D. Beard.	

[†]Estimated population, 1910.

SUNSET TIME ON THE PLAYGROUND

JOHN H. CHASE

Supervisor of Playgrounds, Youngstown, Ohio

At the beginning of the playground season in Youngstown the question was much discussed whether we should imitate the Cleveland school playgrounds and keep open only in the forenoon, or the New York grounds and open from 1 to 5.30 P. M., or whether we should have an all day session. In the latter case came the question of whether the hours should be from 8 A. M. till 5 P. M., or from 8 A. M. till 12, and from 3.30 P. M. till 7.30 P. M.

We decided to try the last of these plans, and in order to have some definite experience for the future, the director of a small but typical playground in a congested district was asked to count the children on her ground at 9.30 A. M., at 11.30 A. M., at 4.30 P. M. and at 6.30 P. M.

Her table reads as follows:

	9.30	11.30	4.30	6.30
June 30	92	100	70	112
July 1	66	..	95	200
July 2	35	78	89	103
July 5 .....	..	68	96	130
July 6	47	71	..	120
July 8	65	..	68	140
July 9 .....	..	71	65	85
July 11	70	35	..	79
July 12	61	50	Rain	120
July 14	47	59	55	132
July 18	63	40	..	80
July 20	80	75	70	104
July 23	50	54	57	64
July 25	63	55	66	74
July 28	59	64	60	82
July 29	67	50	63	87
August 1	68	85	101	108
August 2	69	62	64	69
August 4	63	35	50	66
August 5	60	54	60	110
August 9	78	..	79	..
August 12	65	80	..	79
August 15	70	55	56	89
August 16	51	60	76	..
August 17	36	..	59	71
August 18	54	35	..	82
August 23	59	47	77	91

You will notice that the numbers are larger, and in most cases very much larger, at 6.30 than at any other hour of the day.

COURSES IN PLAY

This increased attendance usually began about 6 o'clock and continued until 7.30, and in reality it was augmented by many adults who stood around the outside fence in the cool of the evening to watch the children play. A thrill seemed to run through the children during this twilight time so that this was not only the most popular hour, but also the happiest and most energetic period of the whole day, while for moulding of character there seemed to be no time so effective as during this brief period of "Nature's whispering time."

COURSES IN PLAY

UNIVERSITY OF WISCONSIN

Because many people have not realized the scope of the recreation movement, special attention is called to the summer courses to be offered in 1911 by the University of Wisconsin. These courses in play and physical education include theory and practice and are intended for school teachers, principals, superintendents, play leaders, playground supervisors, physical directors, coaches and social workers.

There will be thirty lectures on The Nature and Function of Play and thirty lectures on The Principles of Physical Education, by Clark W. Hetherington; thirty lectures each on The Physical Education of Children and The Physical Education of Adolescents, by George W. Ehler; fifteen lectures on The Organization and Administration of Playgrounds, by Professor Ehler and Walter E. Meanwell, M.D.; and ten lectures to superintendents and principals covering a survey of the present state of play and physical education in public schools, by Professor Ehler and Professor Hetherington.

Besides the lectures, lessons are offered as follows:

Thirty on Plays and Games—What and How to Play and to Teach, by Dr. Meanwell and Miss Blanche M. Trilling; thirty on Folk Dances for School and Playground, by Miss Trilling; and a like number on gymnastics, swimming and athletics by these and other instructors.

Each day there will be a "play hour" for the revival of interest and participation in old and new folk games. Contests, tournaments, hikes, picnics, regattas, excursions and festivals will be organized and conducted by students in this department. Practice teaching

COURSES IN PLAY

will be required and arranged in connection with the public playgrounds of Madison.

In connection with the course a playground institute will be held for the discussion of live topics in play and physical education.

NEW YORK SCHOOL OF PHILANTHROPY

The New York School of Philanthropy will during the coming academic year offer a course in "Training for Public Recreational Work." Playgrounds as well as other phases of the recreation problem will be included.

THE PARKS AND PLAYGROUNDS ASSOCIATION OF THE CITY OF NEW YORK

During April and May an evening course in playground activities will be conducted by the Parks and Playground Association of the City of New York. This course ought to prove of great benefit to playground workers.

PLAYGROUND FAVORITE



"ODD PINS" is 12 feet long (2 sections), 21 inches high, 41 inches wide. The bank-shot gives a 24-foot roll to the solid rubber ball. "ODD PINS" is made of angle steel and oak, finely finished. Rubber padded pins almost noiseless. Price, \$85.00. F. O. B. Pittsburg.

No game has ever held the same position toward the Playground and the child of the Playground as that held by "ODD PINS." The tots unconsciously learn addition, subtraction and multiplication at "ODD PINS." It develops poise of body, accuracy of vision, judgment of distance and angle. "ODD PINS" is an up-lift and an education in itself.

Literature on request.

BILLIARD BOWLING ALLEY CO.

937 OLIVER BUILDING

PITTSBURG, PA.



L. W. Hine

DO BOYS IN AN ORPHAN ASYLUM NEED PLAY?*

REPORT OF THE COMMITTEE ON PLAY IN INSTITUTIONS *



ALEXANDER JOHNSON.

Certain factors of institution life make directive effort at play for the inmates even more necessary than it is among normal people in the outside world. The first of these factors we shall mention is the narrow environment. The narrower the environment of any class of people, the more necessary to a normal life is physical and intellectual stimulus, and an institution's environment, unless special efforts are made to broaden it, is usually a very narrow one. The second factor is that the inmates of institutions, either those for juveniles or those for adults, are not normal.

Even the child who is simply dependent, is not quite normal, and of course the defectives, blind, deaf, feeble-minded, crippled or insane are still less so. Because they are not normal they need to have done for them certain things which normal people may do for themselves. The third and most important of the factors to be mentioned is the tendency to monotony, the endless repetition of identical activities which is almost unconquerable. Routine is much easier than variety. The path we have trodden every day is so much smoother than a new one. We see the effects in every part of institutional life, from the time the first bell rings in the morning until lights are out at night. This monotony is the

* Report given at Fourth Annual Congress of Playground Association of America, June 8, 1910.

Committee.—Alexander Johnson, Fort Wayne, Ind., Chairman; Sadie American, New York City; Rev. Brother Barnabas, Lincolndale, N. Y.; O. H. Burritt, Overbrook, Pa.; Amos W. Butler, Indianapolis, Ind.; Charles F. F. Campbell, Pittsburgh, Pa.; Theodore F. Chapin, Westboro, Mass.; Homer Folks, New York City; C. M. Goethe, Sacramento, Cal.; Mrs. Harriet H. Heller, Omaha, Neb.; E. R. Johnstone, Vineland, N. J.; Rev. P. R. McDevitt, Philadelphia, Pa.; Adolf Meyer, M.D., Baltimore, Md.; Elizabeth Morse, Philadelphia, Pa.; R. R. Reeder, Ph.D., Hastings-on-Hudson, N. Y.; James E. West, Washington, D. C.; Lightner Witmer, Ph.D., Philadelphia, Pa.

PLAY IN INSTITUTIONS

source of many institutional ills, from the dyspepsia that comes of unenjoyed food, distasteful from its sameness, to the habit of dependence that follows, upon a life pre-arranged in its every detail, by a higher authority.

Playtime is the opportunity of institutions' salvation, but play in the narrow and frequently unplastic environment itself tends to sameness. Hence, constant direction and the infusion of new spirit are needed.

DEFECTIVE CHILDREN

Many defective children who come to our institutions must be sedulously taught a great many things which normal children learn in their mother's arms, or by unconscious imitation. Some of them have not learned to walk, or even to feed themselves. Many of them have not the least faculty of play, and must be taught as carefully and scientifically as they are taught a school lesson. Many others know only crude or even vulgar games. With many the play instinct finds its only expression in teasing or annoying one another. To all these we must teach bright and happy games. This is particularly true of feeble-minded children, many of whom, if permitted, will sit in dull apathy, hardly observing the others around them. Their life is at a low level, barely higher than that of the vegetable kingdom, far below that of many animals. For them the awakening of both the body and the mind is gained by stimulating or implanting the play instinct. As they begin to play they begin to live.

PLAY IS LIFE

At any rate for children, play is life. "The life is more than meat, and the body is more than raiment," so play is more than exercise, or health promotion, or discipline. It is an expression of life and therefore, to be promoted because life is good.

I think we miss our way regarding play, when we think of it is a means to an end. I have seen a report on play, in which it was considered from five different points, as conducing to five different kinds of benefits with no hint that it was good in itself. This is much like an essay on art, in which art shall be considered a prevention of dissipation, a means of education, a source of income, an occupation for idle hours, and which ignores the funda-



Massachusetts Commission for the Blind

DO BLIND CHILDREN NEED PLAY?

THE GIANT SWING

Built of 3-inch steam pipe. The necessary couplings are regular pipe-rail fittings. From the center of the uprights (which are 11 feet $\frac{3}{4}$ -inch tall) it is 14 feet 3 inches long and 6 feet wide. It is set on 6x6 hard pine timbers, 39 feet 6 inches long, the crosswise timbers 6x8 and in length 10 feet 8 inches. These are halved and put together by $\frac{7}{8}$ -inch bolts. The plank, which is 18 feet long, 1 foot wide and 3 inches thick, is hung by patent roller swing clasps. The chains are 10 feet 6 inches long from clasp to plank. Total cost of materials, \$90.

Perkins Institution for the Blind



PLAY IN INSTITUTIONS

mental truth about art, namely—that art is life, and, therefore, art is for art's sake, "Beauty is its own excuse for being."

Play is life. This is true of all play, but emphatically true of the play of children. We do not play for some other end. Play is an end, not a means. Of course properly directed and enjoyed play conduces to other desirable ends, but the other ends are not the reason of play.

The only preparation for life is living. We often talk of preparation for life as though we were to begin to live after the preparation is over, as we begin a journey, after we have bought our ticket and secured our berth in the sleeper. But the way to prepare to live to-morrow is by living to-day.

It follows that in a well-regulated institution the time devoted to play is just as worthy an object of attention as that devoted to school, or sleep, or work, or eating. If we have regular hours of sleep and work, so we must have regular hours of play. If we have cooks for the dinner table, we must have directors for the playground. If it is worth while making the food, not only nutritious, but also appetizing (as it is because unenjoyed meals induce dyspepsia), so the play must not only be healthful exercise, but a source of enjoyment. It must be real fun. We must do it because we cannot resist it.

Though we are mainly concerned to-day with institutions for children, yet the identical principles apply to institutions for adults. Their play often takes a different form, but is no less important, as every well-instructed alienist will tell you.

When we shall be in complete harmony with our environment—some thousands of years nearer the millenium—we shall all work in the same spirit in which we play, *i. e.*, our daily task will be the one thing we most desire to do. We miss it in play if that spirit does not enter into it now, without waiting for the millenium.

PLAY LEADERSHIP

There is a certain danger attending on directed play which should always be borne in mind. It is possible to direct the play so seriously and positively that it becomes a task. It is a great mistake to unduly curb the voluntary element in it, hence, the director should be, as he is in every wisely managed playground, a

PLAY IN INSTITUTIONS

playfellow rather than a play-teacher, taking active part and preferably not the leading part in the game.

For a large institution possibly one or more specialists in play may be necessary to teach new games and to watch against monotony. But the best of all directors are those with whom the children come into contact during the working and school life. Froebel said, "Come let us live with our children." If they and we are to make the best of play, we shall play with our children.

I have in mind a school for defectives where baseball was very popular. There were several nines among the boys, but the crack nine was made up, partly of inmates and partly of employees. The foreman of a shop at the bat, one of his inmate workers in the box, another feeble-minded boy as umpire, made an ideal combination. It was more fun to "strike out" the foreman than anyone else, except perhaps the superintendent himself when he took the bat. In such institutions the gains that come from happy play are by no means confined to inmates. The *esprit de corps* that is promoted on the diamond, carries over to the schoolhouse and to the shop. It is just as necessary to promote the happiness of the employees as it is that of the inmates. I like to see the employees play among themselves, and there is no harm when they do this where the inmates can see them. Many thousands of people get a great deal of pleasure every season watching baseball games, and there is no good reason why institution inmates should not have that pleasure. Of all places in the world, happiness, which is a necessity of complete life everywhere, is a vital necessity in an institution for the defectives. Make them happy and you can do much with the imbecile and the idiot; fail in that and your failure is total.

For a great many institutions, such as those for wayward boys or girls, orphan asylums and reformatories, the ordinary games of public school life are appropriate. Something with a ball in it and a chance to run; something which needs quick eyes, and hands and a ready brain, meets the requirements. Ball games and dancing are almost never outworn. The same general classes of games are good for many of the insane and for most of the feeble-minded. For the deaf also, baseball, football, basketball, townball, etc., are quite appropriate. But when we come to the blind the problem seems more difficult.

PLAY IN INSTITUTIONS

THE BLIND

Here is what is said by a member of this committee, who is perhaps the best informed man on recreation for the blind in this country or in Europe, Mr. Charles F. F. Campbell: "The physical well-being of many blind children is neglected in their homes often through mistaken kindness on the part of the parents. Fearful that the child may come to harm, he is forbidden to help about the house or play in the garden as do his brothers and sisters, with the result that when he comes to the school for the blind he is often under-developed through lack of the ordinary activities of childhood by which seeing children are unconsciously developed. Much greater attention has to be given in the school for the blind to the physical well-being of the pupils than in a school for the seeing. Many blind children must be taught to run and play while most children learn with no other teacher than a healthy playmate. Carefully graduated gymnastic exercises are imperative and must be made the basis of the physical training to produce a well-developed, healthy, normal student. Recreation must be a definite part of his life. Two of the best forms of recreation are dancing and roller skating. Both of these help to give the sightless person confidence in moving about freely and also in cultivating poise and courage. The question is asked whether a blind person on skates does not fall down, but the immediate reply is to ask the questioner if when learning to skate he did not also fall down. The blind recognize their proximity to large objects by the sense of hearing somewhat as we do by the sense of sight. We speak of seeing a wall and a blind person might as rightfully speak of hearing it. We are familiar with its presence on account of the light which is reflected from its surface; in exactly the same way sound is reflected and a blind person uses the ear where we use the eye. Just as the effort is unconscious on our part so also it becomes for him. It must not be understood, however, that all blind people are free from clumsiness. Even those who have had the best of training do not always overcome their awkwardness; it goes without saying that those who lose their sight late in life do not as readily recognize objects and find it difficult to go about with freedom.

"Swimming is an admirable and very popular recreation for the blind. The young men learn to dive by means of a diving

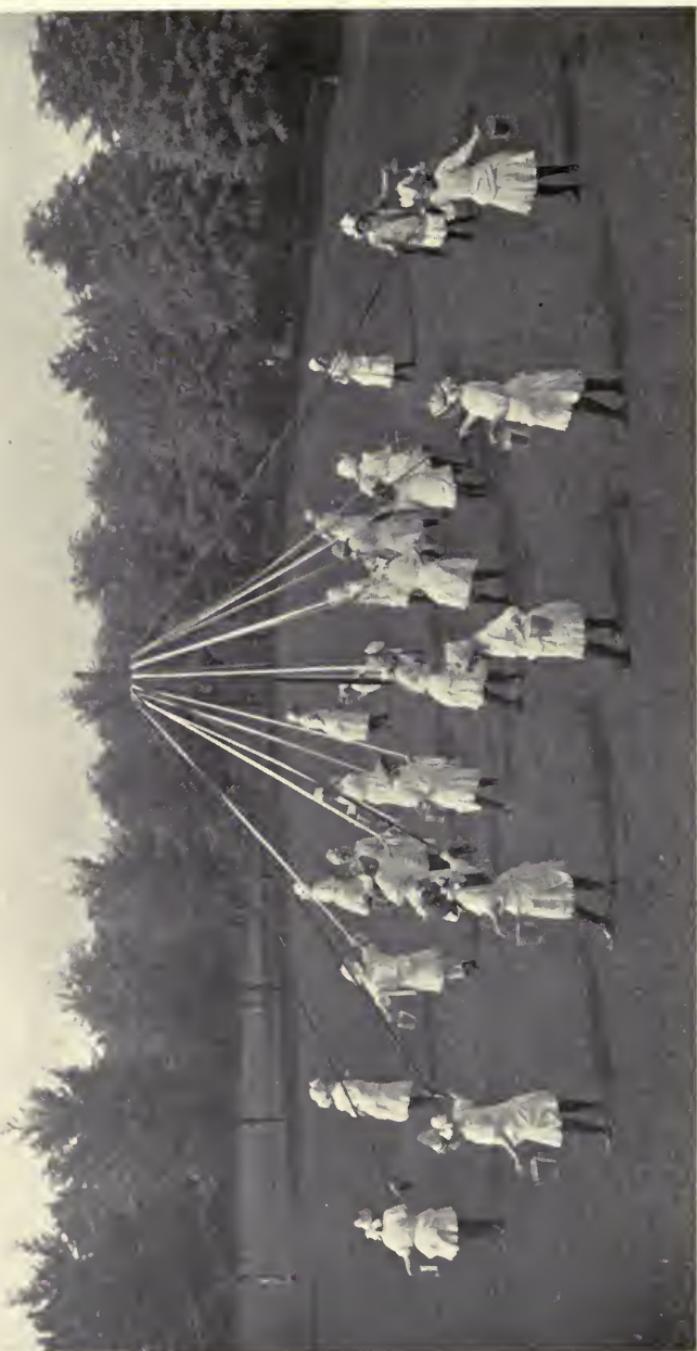
PLAY IN INSTITUTIONS

chute. When a blind person slides into the water down such a chute he learns the right angle at which to enter the water when making a good dive. There is little that a blind person cannot do in any kind of diving or swimming. Other games are 'Putting the Shot,' 'Running a 100-Yard Dash,' 'Making a Broad Jump,' 'Walking on Stilts,' 'Coasting on a Suspended Trolley Wire,' 'Flying Kites,' 'Rowing' and taking part in all kinds of games. One of the most popular sports is cycling. This is made possible by means of multicycles. These snake-like machines are composed of a series of automatic tricycles. Their construction and flexibility is very similar to an arrangement of a series of buggies fastened one behind the other, the shafts of each placed under the body of the one in front of it. It is easy to see that such a chain of vehicles can be drawn around a corner on account of the pivoted axle in each vehicle. In the multicycle, each pair of riders is on a flexible unit and as the whole series is joined together it is necessary to have only one person with sight to steer. If you could see the young men and women begging for the opportunity to 'go for a spin' on a half-holiday you would realize that the young people were anxious to take part in the sport for the sake of the fun and not because somebody had told them that cycling was necessary for the preservation of health.

"Dr. Campbell introduced cycling into his school for the blind as a practical means of securing spontaneous recreation. He is himself a living exponent of out-door exercise for persons without sight. His long cycling trips through Brittany, Norway and the British Isles are testimony to his belief in the value of the cycle for the blind. He has ascended many of the mountains in the Alps, even including Mt. Blanc, and by his ascension of this mountain he unexpectedly called the attention of many people to his faith in the possibility of making the blind independent. He showed by his own energy that the blind could overcome seemingly unsurmountable obstacles. Dr. Campbell's claim has been, even though the blind are provided with the best academic, musical or industrial training to successfully compete for a livelihood, they must be given the greatest possible confidence and independence. This cannot be gained without a healthy and vigorous body resulting from spontaneous participation in out-door sports in conjunction with physical instruction."

*Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.*

MAY DAY IS BEAUTIFUL EVEN TO GIRLS WHO CANNOT SEE—IF THEY HAVE AN OPPORTUNITY TO PLAY



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CRIPPLED CHILDREN

Perhaps even more difficulty is found by those in charge of crippled children. Another member of the committee who is engaged in work for crippled children offers the following: "The object to be gained is the same as in the case of a normal child—recreation, exercise, and especially the discipline and training which cannot be gotten in a schoolroom, but on the playground only. Play should, to a certain degree, be carefully directed in the case of any child, but especially the cripple. For more or less of his brief lifetime he has been confined to his bed, he is irritable and has been pampered, he has been shut in and knows practically nothing of the true spirit of games, in fact, he actually acknowledges that he will not play unless he is sure of winning. As he improves in health and gains in strength, he must be educated, but instead of going to school, the school must be brought to him. Hence, this chance for mingling with normal children is denied him. With the growth and return of health come the inevitable energies of childhood which must either be crushed out, or vented on the playground in upbuilding life physically, mentally and morally.

What if he is denied this privilege? Most institutions, if not all, provide some sort of playground with someone to maintain peace and order, but no one to teach the children how to play. Normal children are trained in the home, in the kindergarten, in the school, in the gymnasium and on the field; but here is an exceedingly large family of children with no mother to superintend their play, simply attendants to say, "Don't run!" "Don't jump!" "Don't swing!" "Don't climb!" "Don't do this and don't do that," until the unanswered appeal of "what *can* we do?" drives them into the corner either to sulk or to concoct some new line of mischief and trouble. The feeling of bitterness is aroused and the spirit of revenge begins to gnaw, and, although entirely unconscious of any such promptings, they become mean and little and quarrelsome. This is, indeed, a poor preparation for a life in a cold, indifferent business world. The parents of practically all of the children in such institutions are unable to support them in idleness, and the young man and woman, in many cases physically below par, must begin the double struggle with the world and self, or resort to another institution to become a public charge for life.

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On the other hand, by well-directed games the all-around life is developed, but right here is the problem—what shall the games be? The crippled children either cannot or must not run, jump or climb. What game is there, or what recreation which gives vent to the pent-up energies of the growing, well-fed child, which does not require running, jumping or climbing? They are as natural instincts of the child as eating, and something must be devised to take their place.

Last summer, some attempt at the solution of this problem was made at the Country Branch of the New York Orthopædic Hospital, at White Plains. A military drill was inaugurated, modified and adjusted to the needs and limitations of the children. Each day some of it was rehearsed, until by the end of the summer, all the details of the march were carried out entirely by the children, the orders proceeding primarily from the colonel, one of the boys who had risen from the ranks. A game was also constructed from the principles of basketball and center ball, which proved successful in awakening the spirit of competition throughout the institution and in developing the manly spirit in both victory and defeat.

As a result of these activities, the children were, at the end of the summer, stronger physically, in a healthier moral condition, less troublesome to the attendants, more self-respecting and self-reliant. The privileges and responsibilities of self-government developed the ability to cope with problems and gave opportunity for originality to assert itself. As Dr. Hibbs has said, "The work at the Country Hospital demonstrated to me that much can be done along the line of play for the crippled. It must, however, be given special study and their play be devised with the proper consideration of their physical disability."

ENTERTAINMENTS

So far we have confined our report to the strict letter of the title "Play," but there is another very popular and valuable form of recreative amusement suitable for institutions which many of them practice. This consists in entertainments, often dramatic in form. These give great delight to their audiences, and still greater to the actors. We have seen a comic opera in which during the last act there were one hundred and twenty child performers on the

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stage, and when the performance wound up with the "Star Spangled Banner," the chorus sung by the whole dramatic company, the effect was little short of sublime. Many children's institutions make a special feature of such entertainments during the winter, and scores of the inmates are drilled to take part on the stage. In hospitals for the insane the actors are usually confined to the employees, or come in from the outside.

CAMPING

A favorite feature of amusement during the summer is camping out. The delightful break from the institution routine is perhaps the most attractive thing about the camping, the fact that there is no bell or whistle to rise by, and no rigid hour for going to bed. To enjoy a thoroughly plastic normal, but savage, environment for a week or ten days, to return to nature in her loveliest moods, makes camping a delightful play.

Let us say again, play is life, life is good for itself, and play is good because it is life. The child who is deprived of a full share of play is deprived of so much life.

Play and work at their highest and best are equally valuable for themselves, and not for other ends, because they are equally the expression of life, but sport for the bag, work merely for wages, art to boil the pot and play for exercise or for victory are all unworthy, except in so far as the ends they subserve are desirable or necessary.

ALEXANDER JOHNSON,
Chairman.

PAGEANTS

It may be interesting to the readers of THE PLAYGROUND to know what communities are planning to hold pageants during the next few months. The editor of THE PLAYGROUND will be glad to receive, before May 10th, word of such plans in order that a statement may be prepared.

PLAY IN INSTITUTIONS*

RUDOLPH R. REEDER, PH.D.

Superintendent Orphan Asylum of the City of New York, Hastings-on-Hudson, New York



RUDOLPH R. REEDER.

There are three requisites to wholesome play,—room to play in, material to play with, and play associates and leaders. If any one of these three factors is wanting the child's play experience is incomplete.

Unfortunately the vast majority of children in institutions pass their days amid surroundings that are cramped, dull and unresponsive. Room to play in means much more than space for

physical exercise where the child may run and jump and swing and play ball. Ample room for such exercise is provided in most of our institutions, even those in urban locations and on the congregate plan; but game plays and exercise plays offer little opportunity for originality, invention or initiative. With young children they are usually extempore and accidental as to when and where indulged in. There is another form of play which appeals to the imagination and makes demands on the child's ingenuity and constructive power. I refer to building playhouses and acting out scenes and interpretations of adult life. Such play is richer in content and more educative in many ways than exercise and game plays. Where large groups of children live together playhouse planning and building require much more room than game plays. There is not only the planning, building and furnishing but also all of the household industries, such as cooking, sewing, bed making, picture hanging, care of the children—which are always more or

* Address given at the Fourth Playground Congress of The Playground Association of America, June 8, 1910.

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less unruly,—the receiving of calls from neighbors, care of the sick, visits of the doctor, and so on.

Time as well as room is a large factor in such a series of play interests. The two or three or larger group of children engaged in such play enterprise will return to it again and again reënacting the old or taking up a new phase of it each time. Yesterday the laundry, to-day a sick child in the family, to-morrow mud pies and doughnuts, and the next day afternoon calls, make demands upon the imagination and inventive resources of these little men and women. The play house to-day is but a stage in a metamorphosis, for to-morrow there may be tearing down here and putting up there, enriching the original conception with change after change, while all of the time the child is enjoying the fairyland of his own creation. Such rich, life-giving, mind-expanding play development is impossible to children massed in great numbers and within narrow bounds. Where there are several hundred with equal rights on the common playground, the group for such a continued and co-operative play interest could never get together nor maintain their integrity as a group, even if once selected by a natural sympathy of interests. Again, older children on the same common grounds might not be in favor of such a performance and would be liable to bully and break up the whole undertaking if once begun. The same restrictions that prevent the children in one stage of development from indulging in a rich and interested way their play instinct, will operate in a similar manner against those in other stages of development, and thus the plays of children so situated are brought to an impoverished dead-levelism, empty of all richness of content and void of inspiration—a mere bodily exercise that profiteth little.

The first response of the children of the New York Orphanage to the changed environment which the cottage plan and rural location brought about, was manifested in the new-found freedom of play. Play houses began to spring up here and there on the spacious grounds with the suddenness of Jonah's gourd. Building material of all kinds, and furniture, including everything from old pieces of carpet to leaky tea-kettles, were in great demand. Children who were old enough to have passed this stage of play interest, let go their pent-up enthusiasm in these plays of younger children. They attempted to live over again those years during which a



THE STORY HOUR

Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.

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cramped environment had inhibited constructive and dramatic plays. It was as though the wings of their imagination were suddenly given the power of flight and they essayed at once to soar.

Two score or more of these play houses may be found widely scattered over the grounds of our Orphanage. Some are in groups while others are tucked away in quiet nooks or retreats. But there is no common ownership. Each one represents the combined purpose and labor of two or more proprietors. Property interests and rights are sharply drawn and respected. The very thought of having a house all their own which no one will molest, is an inspiration to children.

There is another play interest instinctive in the child which requires plenty of room,—more than is usually found in urban locations—namely the care and breeding of pets. Many of the boys of the New York Orphanage build their own dove cotes, rabbitries and poultry houses and raise their own pets. They buy, sell, select and exchange stock. Their instruction in sex knowledge begins in a natural way through their experience in raising and caring for their pets. At this writing there are over fifty of these ventures on the Orphanage grounds with any number of great expectations of prolific increases in the near future.

MATERIAL TO PLAY WITH

The second requisite to wholesome play is material to play with. There is but little that children can do with asphalt pavements, brick walls, iron railings or stone steps. These confront them at every turn in the city home. The child delights in material that he can change and shape at will. He will amuse himself by the hour upon a sand pile or a few square feet of earth in which he can dig and arrange fantastic structures of cave houses, bridges and tunnels, or with a lump of putty, a handful of dough, mud or mud pies,—anything that he can shape to the suggestion of his fancy. He is himself in the plastic and formative period of growth and needs for his development a plastic environment. He will learn much through his fingers and toes if they are allowed to come in contact with earth, air, sunshine, water and animate nature. Brick, stone and asphalt undergo but slight changes with the march of the seasons. Winter and summer with them differ in temperature only. Such solid, non-plastic forms were never intended to surround the home of childhood. Year after year during the early

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period of child life spent within the narrow confines of an institution so unchangeably and inflexibly environed, can but stupefy the senses and arrest spiritual development. The best place for a child to perform the natural function of change and growth is in an environment that changes and grows. Nature alone can furnish this.

Material to play with means much more than play things and play apparatus. These are paraphernalia, more or less, finished, rigid and non-shapeable. A suitable environment will supply the raw material of play apparatus. Given loam, clay, stone, wood, water, animals, plants, colors, sounds, odors, growth, change, and the child will create much of his own play experience and produce many of his own playthings. For the natural child whose taste has not become depraved by luxury, there is ten times as much play experience to be extracted from self-made playthings as from store toys. The rag doll which always needs something done to it, which the little girl can dress to her own taste, which she can love, caress or spank and put to bed, according to her own mood for the time, is a more interesting plaything than the gorgeously dressed shop doll in laces and frills, which has eyes that open and shut.

The largest factor in all play is the self-activity of the player. It is no less true that we play by doing than it is that we learn by doing, hence a child gets out of a plaything in proportion to what he puts into it. If it is a finished product wanting nothing, not much play experience can be extracted from it. Raw material, varied, plastic and shapeable, is the greatest need in the play environment of the child. The boys and girls in the New York Orphanage have eighty individual vegetable gardens and about forty flower gardens. But besides these, which are more or less conspicuous, there are scores of little gardens containing but a few square feet surrounded by rows of stones or laid out with a string and little sticks, tucked away in cosy corners about the place. I have just counted a dozen of these, which few besides the little owners ever see. In these plots little ones too young for any sort of orderly gardening, plan, dig, plant and pull at their own sweet will. This is play.

With our modern rapid transit facilities and differences between rural and urban realty values, and with Nature's lavish hands outstretched to the little ones, it is an awful mistake, not to

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say cruelty, to locate in cities or to continue within urban limits, institutions for children. Lack of vision and the conservatism of many pious old trustees is the barrier that shuts little children within the gloomy enclosures of city institutions.

But not all of those moving into rural locations are thoughtful enough to provide for all that may well be secured. It is an unpardonable oversight in selecting a rural location to overlook certain features which contribute most to the recreation, development and pleasure of the child. Thus, a rural location without a hill or brook, without fruit and forest trees, is a sad oversight. A location without a swimming beach is the blunder of dried up old men and women who have forgotten their childhood. Estimate, if you can, what it means or if you please, what it is worth to the two hundred boys and girls of this old New York Orphanage to plunge into the river three times a week from June until September, to wade and paddle, to swim and dive, to do a hundred stunts with feet, hands, legs and bodies. The pleasure and value of all this is simply inestimable. To overlook such a feature in choosing a site is to forget that one was ever a child. Not quite as much, but a great deal, may be said along the same line in behalf of the coasting hill and the skating pond. To overlook either is to forget that it is as natural for a little child to play as it is for a bird to sing or a fish to swim. Two hundred children on sleds and skates, skimming the icy course or cutting circles and curves, is a picture to delight the heart and renew the youth of every lover of childhood.

PLAY ASSOCIATES

The third requisite for wholesome play is suitable associates and leaders. As personality in the teacher outranks every other influence in the education of the child, so does companionship in play count for more than room to play in or material to play with, important as these factors are. Where my child plays or what playthings he may have are small factors in comparison with his play associates. Play short circuits the process of education. The shaping of character takes place unconsciously and more rapidly through play experience than through any other activity of the child. Since imitation outruns instruction, models count for more than precepts; but it is important that these models should not pose as such. In the play renaissance, of which this Congress is a notable expression, there may be danger of over-supervision of the

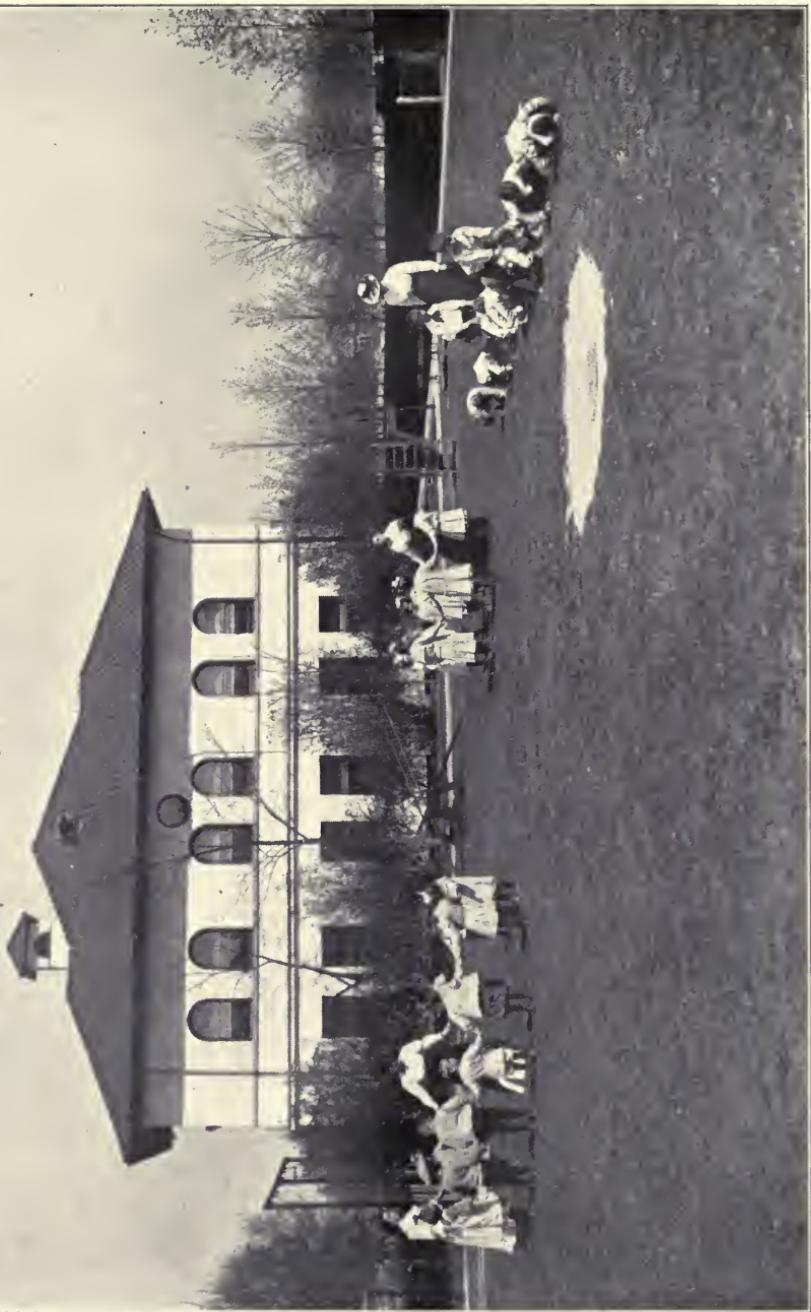
PLAY IN INSTITUTIONS

child's play life; danger that play may lose its spontaneity. Play leaders are sometimes too anxious to teach how to play while themselves forget to play. Their work is formal rather than inspirational. Jean Paul says, "I am afraid of every hairy hand and fist that paws in among this tender pollen of child flowers, shaking off here one color, there another, so as to produce just the right carnation."

The first thing for the play leader to do is to get into the game with all his heart and soul. Let instruction be incidental and subordinate to the spirit of the play and the enthusiasm of the game.

If I had a hundred boys to teach to swim I should rather put a half-dozen good swimmers among them than to employ as many teachers of swimming. Fifty-eight of the boys and girls of our Orphanage learned to swim by imitation two years ago this summer when our swimming crib was opened.

I do not mean that adult associates are not necessary or in fact invaluable to the play experience of the child, but only this—that it is easy to overdo formal instruction in play and that many things may better be learned by imitation of other children than by formal instruction. The greatest need in institution play life is adult association and companionship. Those who are responsible for the children during their recreation hours are usually called "caretakers." Both the name and the official character of the position should be changed to that of "play leader" or "recreation supervisor." No officer of the staff can contribute more to the happiness of the children and none can make their lives more dreary than the one who holds this position. As a "caretaker" he is frequently a stern and sometimes sour monitor of order and easily annoyed by the "noisy brats," but as a play leader he will become their genial companion, deeply interested in their physical, social and moral welfare. To suppose that about all children need to make them happy are playthings and other children to play with is a great mistake. They weary of one another much sooner than of older people who are young in heart. In fact, if the older associates are interesting and companionable their company is often preferred to that of other children. Transform every "caretaker" into a play leader and a flood of sunshine will pour into the otherwise dreary abodes of institution life.



Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.

Ring Games

Leap Frog

TEACHERS AND PUPILS AT PLAY ON THE KINDERGARTEN GREEN

DISCUSSION OF REPORT OF COMMITTEE ON PLAY IN INSTITUTIONS*

Theodore F. Chapin, of the Lyman School for Boys, Massachusetts, emphasized the value of homemade and miscellaneous play material, rather than manufactured toys, in order that the inventive spirit of the child might be fostered.

Charles H. Johnson, of the Albany Orphan Asylum, New York, emphasized the obligation resting on those who heard the addresses of the day to educate their boards of trustees to take the broad view of the complete life which includes play, and plenty of room for it, with a free and natural environment; to educate their associates in the work, who sometimes feel that it is beneath their dignity to play with children or who are dreadfully shocked at the disorder that results from such play houses as Dr. Reeder describes; to educate the children to play and incite their spontaneous activity.

J. J. Kelso, of Toronto, told of a small orphanage with one hundred and thirty-five children which was commended by a neighbor because the inmates made less noise than his own three boys. On being induced to think on the subject he concluded that such quietness was unnatural and therefore wrong for the children.

Dr. Reeder commended the new game of playground ball, for both boys and girls.

In reply to a statement that boards of trustees sometimes think that playgrounds are wasted space and play a waste of time, Dr. Reeder answered that the social waste which comes from neglecting to develop all the powers of the child, which can only be done when all his faculties are given free play, is far more serious than any waste of money.

* Fourth Annual Congress of the Playground Association of America, Rochester, N. Y., June 8, 1910.

RECREATION IN A SCHOOL FOR THE BLIND

O. H. BURRITT

Principal The Pennsylvania Institution for the Instruction of the Blind,
Overbrook, Pennsylvania

About a modern American school for the blind one sees little in equipment of gymnasium or playground to remind him that the children who use the apparatus are deprived of sight,—in the gymnasium, horse, wall machines, parallel, horizontal and stall bars, trapeze, teeter ladder, giant stride, climbing ropes, horizontal ladder, running track; on the playground, swings, see-saws, horizontal bar, slide and merry-go-round. The “trolley” and the “rocking boat,” with which our playgrounds are provided, are not usually included in playground equipment but, if provided, they would prove no less popular with seeing children than with our boys and girls. Indeed, the arrangement we have to enable two totally blind boys to run a foot race is the only piece of apparatus that is provided specifically for the blind.

“The idea of this was borrowed from pictures contained in the reports of the institution in Sydney, New South Wales, and in Edinburgh, Scotland. A three-strand twisted wire cable, as light as is consistent with strength, is stretched breast high between well guyed end posts one hundred and ten yards apart. The little sagging towards the middle is of no consequence. The runner holds in one hand a wooden handle attached by a short flexible chain to a ring on the wire. As he runs the ring slips along, and both the feel and the sound it gives enable him to hold his course. So far so good; but how to afford a proper stop at the one hundred yards mark was not ascertained until we had stretched across the track at this place a fringe made of hammock twine to strike the runner in the face, much as the low-bridge indicator does the men standing on top of moving freight trains. This fringe stop, which is entirely satisfactory, covers the two parallel cables of our running track. Starting as they always do from the same end, blind boys can practice running as much as they please; but in all real racing, one instructor starts a pair by pistol shot while another instructor, standing at the one hundred yards mark, times them with a stopwatch.” *

* Reprinted from the Seventy-fourth Annual Report of the Managers of the Pennsylvania Institution for the Instruction of the Blind.



THE SLIDE



Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.

THE SAND BOX

RECREATION FOR THE BLIND

The degree of blindness and the age at which sight was lost have a very direct bearing upon the play of the blind child. The child with but 2/100 of normal vision in one eye, while incapable of being educated without the special appliances devised for the blind, yet possesses sufficient vision to see how most games are played by seeing children. These children become the teachers of a few of the more energetic and ambitious ones who see not at all; for in every group of blind children there are always a few more inventive, more ingenious, more venturesome spirits; but blind children generally must be provided with playground apparatus, and a sympathetic teacher-companion before they will play. To teach the boy or girl who has seen for several years, and has played many of the games well known to seeing children, how to play these games in a form adapted to the blind, and games with which he is entirely unfamiliar, is a very different thing from teaching the child who has never seen, or one who has not seen since early childhood, how to play the simplest games that are known to seeing children.

Our grounds have been laid out not only to comport with the style of architecture of our buildings but to conform to the needs of our children. The casual visitor does not observe that we have seven playgrounds all surrounded by beautiful trees set in regular rows. There is not the slightest danger that our children will collide with these, for bounding the playgrounds are walks which, the moment a blind child sets foot upon them, are a warning that danger is imminent. It is thus possible and quite usual for our children to run with abandon within these playgrounds, entirely free from obstruction.

PLAYGROUND EQUIPMENT

For all our pupils our first problem is the improvement of their physical condition; and this is pre-eminently so for the children we receive at the kindergarten. In order to encourage in them a desire to be outdoors as much as possible, we have given considerable attention to the equipment of the playground. In mild weather the sand box, with buckets, shovels, and moulds, is surrounded by a group of happy children; others are using the slide; another group the merry-go-round; the swings hanging from the frame erected for the purpose attract others; the quadruple see-saw is often filled with merry girls and boys; but the girls appear fondest



*Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.*

ROCKING-BOAT

RECREATION FOR THE BLIND

of the "rocking boat," and the "trolley" never ceases to be popular with the boys.

All this apparatus encourages free play; and most children, even many blind children, if left to themselves, will learn to play if they have something to play with. Some of our children however are naturally very timid, while others have been made so by the restraint of fond but unwise parents, and only under the sympathetic encouragement of the teacher can they overcome their timidity. To provide for this, and because the teacher can know the child best at play, for "the child is wholly natural only in play," we have provided for our kindergarten children a half-hour period of supervised play outdoors four days in the week. Three teachers have charge of as many groups of children. The youngest group is instructed in the use of the apparatus. All are taught games, with the teacher as leader and playfellow. The older girls usually choose doll games, housekeeping, or ring games; the boys prefer play with the football, chasing, racing, and other games equally vigorous.

DANCING

Dancing is a popular form of recreation with our girls and to a less degree with our boys. The gymnasium is the center of the social life of the school. Here all our dances occur. The cement border of the gymnasium floor, seven feet wide—exactly that of the running track directly over it—affords a convenient place for all floor apparatus while it equally well serves its purpose to prevent the dancers from colliding with the wall. In this gymnasium with floor of wood, fifty-four feet square, I have seen sixty dancers among whom was a large number, totally blind, gliding about as easily and as gracefully as though they were all possessed of sight. Moving as they do all in the same direction, collisions are no more frequent than among a like number of seeing persons. Dance programs are provided in the Braille—the embossed type which the dancers all read.

SWIMMING

A desirable, if not an essential, part of a school for the blind, well-equipped for the all-round physical development of its pupils, is a swimming pool. Our pool, tile lined, fifty-eight by twenty-five feet, with a depth varying from three feet to six feet six inches, holds approximately fifty six thousand gallons of water. All our boys use it at least once a week throughout the school year, and



Perkins Institution for the Blind.

A TEMPORARY COASTER AT SOUTH BOSTON



*Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.*

WHO WAS BORN BLIND, THE BOY JOYOUSLY WORKING AND PLAYING IN HIS GARDEN—OR THE MAN WHO SEES BUT NEVER PLAYS?



100-YARD DASH (START)

Overbrook Record, 10 4-5 seconds



100-YARD DASH (FINISH)

The racers are able to give unhampered attention to speed by means of the device shown above. Upon the wire cables, stretched the full length of the track, are rings to which are attached short chains and handles. The racers hold these handles and run the course with perfect freedom. They are warned of the end of the track by the fringe of cords similar to that which is used on railroads to notify the brakemen on top of the freight cars of "low bridges."

RECREATION FOR THE BLIND

during the warmer weather, two or three times a week. It has not proven so popular with our girls, though some of them are just as eager to use it. The majority of our boys quickly learn all styles of swimming, on the surface of the water or under it, on back, on side, paddling and treading water, and they are as fond of diving as boys with sight unimpaired.

FOOTBALL

Our boys get much sport out of an adaptation of football. For two years now we have had a junior and a senior league composed of four teams of five or six boys each. In the organization of the teams the instructor must determine the membership of each team: for, if left to the choice of a captain, the boy with a little sight will inevitably be chosen first. Each team has at least one boy with a little useful sight; the others are usually totally blind, or at least possessed of insufficient sight to aid them in locating the ball. When it has been determined in the usual way which side shall "kick off" from the center of the field, for two fifteen or twenty-minute halves, the efforts of each team are directed toward kicking the ball over the goal of the opposing team. To prevent the ball from passing over its goal the team depends chiefly upon the boy who has a little useful vision, whom they have designated, "the stopper," although the captain has directed his sightless team mates to stand at possible strategic points with the hope that the opposing player, who, four chances out of five, is unable to see where any member of the rival team is standing, will chance to kick the ball against one of them who thus contributes his share toward the stopping of the ball. But the totally blind player contributes his major share to the team work in the kicking which he is very likely to be able to do as well, sometimes better, than his seeing team mate. The number of times each team kicks the ball over the goal of the other, within the time limits, determines the final score. I have seen the sidewalks, which constitute the side lines, well filled with partisans of each team vociferously urging their favorite team on to victory.

BOWLING

No special device is necessary to make the bowling alley serviceable for the blind. Indeed several of our totally blind boys—and teachers, too—are among our most enthusiastic and successful bowlers. One of them has a record of 203 of a possible 300; one, 168; another, 166; while several others, who have not yet equalled



Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.

THROWING THE HAMMER



Pennsylvania Institution
for the Instruction of the Blind,
Overbrook, Pa.

PUTTING THE SHOT

RECREATION FOR THE BLIND

these scores, are fond of the sport and from it secure beneficial exercise. A hand rail above the ball "rack," about thirty inches from the floor and extending to the "foul" line, is a slight aid to some of the bowlers in getting their direction. This is, however, not essential, and the records given above were made without it. Totally blind boys can bowl well, and thoroughly enjoy it.

PARTIES

Occasional cottage parties break the humdrum of institution life. Our family of senior boys, thirty in number, celebrated St. Valentine's day this year by having a progressive euchre party in their cottage to which they had invited their teachers. Another time it may be five hundred and those who do not play cards which are so marked as to be readily discerned by the fingers may choose checkers, dominoes, authors or even pit—all of which have been made available for the blind.

A masquerade party in the gymnasium has been a feature of our recent Hallowe'en celebrations, and that the masqueraders could see neither the humorous nor the grotesque in costume detracted not a whit from their enjoyment of the evening.

Funds for an athletic event were needed last spring by the athletic association. These were easily realized from a very successful minstrel performance; nor was it easy to determine who enjoyed it most—the sightless lads who participated or their fellow pupils who sat in the audience.

Our girls have derived considerable pleasure recently from the celebration of May Day, with the May pole dances, the crowning of the Queen of May, and figure marching. Folk dances, too, have contributed to the pleasure and the interest with which they have done their work in gymnasium and on playground, under the direction of their physical training teacher. These May Day exercises and folk dances would probably not be possible if all the participants were totally blind. Probably one-fourth of our girls who have part in these festivities have a slight amount of vision.

GARDENING

An account of recreation in our school would be incomplete without mention of our school gardens. These have been maintained by our kindergarten children for several years, but two years ago the children promoted from the kindergarten to the main school made request that they might continue to have gardens. The re-

PLAYGROUND REVIVALS

quest was gladly granted, and last year a wave of enthusiasm in gardening swept over the entire school. Each grade had its own garden spot and, with the exception of the older pupils, each pupil his individual garden. Those seeds were selected for planting which would mature before school closed in June. The onions, lettuce, radishes and tomatoes which the children harvested from their own gardens, the results of their own care and labor, tasted much sweeter than those which were purchased by the steward and served to the children without a thought on their part.

Had I not already exceeded the limits of this article, I might append a list of games which our children play. They would serve to emphasize the fact that blind children are after all quite like other children,—far more so than is generally supposed. If you do not believe it, come to Overbrook and see.

PLAYGROUND REVIVALS EDUCATION TO PLAYGROUND VALUES

HENRY S. CURTIS, PH.D.

Worcester, Massachusetts

In a democratic form of government no movement can be advanced much more rapidly than the public is educated to demand it, for where legislation or systems are secured in advance of the popular appreciation the legislation is sure not to be enforced and the system to be ineffective. A school system that is administered on ideals that are much higher than those of its community is sure to cost the superintendent his job. The methods now being employed in a great many of our modern charitable institutions would not have been permitted ten years ago. Our laws for the protection of game and fish and birds are not enforced because rural communities do not appreciate their value. Temperance laws are always ineffective in communities where local sentiment is not in favor of them.

But the need of educating the community to the ideals and values of organized play is in some ways peculiar. It does not require much argument to convince the ordinary person that the sick man needs a hospital, or that the hungry man needs food, or that the little child should not be worked for eight or ten hours a day in a factory. With play it is different. Very many parents of average intelligence do not regard play as valuable in itself. In

PLAYGROUND REVIVALS

their reasoning about it they constantly confuse it with idleness, which is really its antithesis. It seems a trivial diversion in which the child may engage if there is nothing else for him to do. Even the community that is beginning to become conscious of playground needs usually looks upon the playground as a "place to play" and thinks that the problem has resulted from the increasing congestion and the disappearance of open places in our cities. The idea that organization or supervision of the play of children is necessary or desirable is utterly foreign to the traditions and "common-sense" of the average citizen. Nevertheless, the playground which secures the attendance of the children but does not direct their activities or restrain the vicious tendencies of unsocial members is sure to be a menace of the very gravest kind to all of the larger hopes and ideals of childhood. Under these circumstances, it becomes absolutely necessary to the success of the movement in most cities that its people shall be progressively educated to an appreciation of playground values and requirements.

This necessity arises out of several conditions which are easily perceived. The first reason why such education is necessary is because without it the public will not contribute to the support of the playgrounds. For no intelligent person will give his hard earned shekels to an enterprise in which he has not been interested and the value of which seems to him questionable. The second reason is that it will soon be necessary to secure appropriations from the city and necessary, too, to see that these funds are properly expended when appropriated, so that the result will be the welfare rather than the injury of the children.

The point in regard to which education is most needed, of course, is supervision. It is not hard to convince any group of people that the children need some other playground than the street; nor is it difficult for them to see that there is an advantage in having something with which to play on the grounds provided for them; but the idea of supervision is sure to be a stumbling block. Even if they concede that it is necessary that there should be some one on the playground to see that the equipment is not destroyed and that the children do not quarrel, they are apt to think that a care-taker or janitor is quite sufficient, and that a physical director or kindergartner at a good salary is a luxury that may well be dispensed with.

The reason this point of view is so often taken is that people do not understand what the playground movement stands for, the

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value of play in the life of the child, or the possibility of child development through its organized activities. What such a community needs is a vision of play as the social atmosphere and spirit of childhood which moulds the child's thoughts and actions, determines his habits and character, and is, in fact, during the earlier years, the central fact about him, holding a place to which the education of the schoolroom can only be incidental. If a community can be brought to this point of view, they will not place substitute policemen or unsuccessful politicians in charge of playground systems. They will insist upon a certain degree of competence, at least in people to whose care they intrust their children.

One means that is almost absolutely essential, in so educating our citizens, is the successful operation of one or more playgrounds. Just as an unsupervised playground in any community is likely to do great harm to the movement, so a single playground that is successfully conducted is a most effective means of spreading the movement throughout the city. There have been few cases where cities have taken up playgrounds as a public movement until one or more playgrounds have been operated under private initiative for a period long enough to prove their value. It is a question if a considerable appropriation for playgrounds made by the common council of any city which has not yet been educated to the best playground ideals and activities would do more good than harm; and it is quite possible that the movement would be started in such a way that it would have to be completely reorganized a little later in order to get satisfactory results.

In order to make the playground really effective in the education of the community, it is best to have it located in a part of the city that is accessible to the citizens as well as to the children, so that they may see its operations from day to day. It should be made a recreation center. There should be band concerts, athletic tournaments, and play festivals. Influential men will be glad to act as judges and will thus be won to the support of the movement.

But undoubtedly the most effective means in arousing a city is a playground revival of a week or more, during which addresses will be given at the schools, in the churches, before prominent clubs and organizations, and an account of the addresses will be run prominently in the daily papers. The revival meeting is built on good psychology. The arousing of enthusiasm is a slow process and is not achieved by a single attempt, but requires a succession

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of attempts until the ideals become plain and the feelings are aroused to demand appropriate action. A group of people can be made enthusiastic over any ideal if they can be made to live with it for a week or so; while if this ideal is presented to them on successive occasions a week apart, the enthusiasm of the first will have died away very likely before the second; and so the enthusiasm does not accumulate.

The problem is not merely the education of a community at large, but it is necessary also that the Board of Education shall be made to see the desirability of maintaining playgrounds and recreation centers in connection with the schools, and that there shall be some educational organization of the school athletics. The Park Board must be brought to appreciate the possibilities of the parks in furnishing healthful recreation to the children and especially athletic facilities for the young men and women. And the Common Council must have brought to its attention what other cities are doing to provide public recreation and to understand the significance of the playground as a public institution. Without this education of public officials, the play movement will not be safe in their hands. This education is best secured by having certain members of the Board of Education, of the Park Board, and of the Common Council on the board of directors of the playground association, where they will serve three important purposes. They can inform the playground association as to existing conditions in the city treasury and plans for the future. They will be the best possible representatives of the movement to support requests for appropriations before the respective bodies of which they are members, and, most important, through this activity they will themselves be educated to understand the ideals of the movement so that the playgrounds may later be safely turned over to them.

This educational purpose seems to me much the most important function of a playground association. No small body of people can hope to secure all of the playgrounds that are needed for any good-sized city, or to maintain such a system from private funds; but they should use every means in their power to interest and educate the public so that the playgrounds may be taken over by the city and administered as a city department according to modern ideals. But this can only be done after the city, through its people and its various departments, has come to realize the significance of the play movement and its requirements.



Cincinnati Times-Star

HAVE YOU EVER PLAYED MARBLES?

THE SOCIAL INFLUENCE OF THE MOVING PICTURE *

REV. H. A. JUMP

New Britain, Connecticut

Recently I was conversing with a group of Persians who are employed in my city. Desirous of ascertaining how American life had impressed them, I put this question: "What was the most amazing experience that came to you after your arrival in the United States?" One man answered, "the subway," another replied, "a black woman," a third confessed that it was "the moving picture." And I observed by the nodding of heads among other members of the company that they were saying amen to his verdict. Further inquiries brought out the fact that practically every one of these foreigners had the habit of going to moving picture shows. One man declared, "I like them because they make me forget that I am tired." Another said, "I like them because I learn so much from them without knowing the English language." Evidently the motion picture looms large in the experience of the immigrant.

A few weeks ago I visited the public library and had a chat with some three dozen children in the Children's Room. "How many of you visit the moving picture shows?" I asked, and every hand went up. "What kind of pictures do you like best?" was my second inquiry. "I like the sad pictures," answered one pale-faced little girl. "I like the kind where they get married," replied a jolly miss. "I like the pictures of American soldiers marching down the street with the flags going on before," came from a dark skinned lad. I asked him his name. He answered, "Guiseppi Calderoni!" The librarian of the Children's Room told of a Hebrew boy who had recently inquired for a story called "The Bride of Lammermoor." When asked where he had ever heard of that story, he replied, "I saw it in a moving picture show" Before he was through patronizing the library he had read every novel of Sir Walter Scott and much other good fiction besides. Evidently the motion picture occupies a large place in the experience of the school child.

College professors sometimes surprise us by their humanity.

* Address to People's Institute, Cooper Union, March 12, 1911, New York City.

THE SOCIAL INFLUENCE OF THE MOVING PICTURE

One of them told me not long ago that he patronized the moving picture show as often as he could find the time to do so. I expressed surprise, and asked him why he followed up the practice. He answered, "I always find something human in moving pictures; they seem to bring me close to the life of humanity." Evidently there are educated men who are not above enjoying this marvelous invention.

In short, a new form of entertainment for the people has grown up without our realizing its extent. It appeals to all races, all ages, all stages of culture. In fact, it is one of the most democratic things in modern American life, belonging in a class with the voting booth and the trolley car.

POPULARITY OF MOTION PICTURES

Statistics as to the popularity of the moving picture are such as to surprise the uninformed. One out of every twenty-three persons in the United States sees moving pictures each day. In a city like New York probably one out of ten is a patron of this institution. The motion picture theatres of the United States, if arranged side by side, would extend for forty miles, and their electric lights would probably deceive all the roosters of the neighborhood into the idea that dawn had arrived and it was time to crow. The money invested in these enterprises and paid in at their box offices each year would make a belt of dollar bills long enough to encircle the globe at the equator. If the school children of the country who patronize motion pictures each day were to march in a single file, it would take them nineteen days to pass the observer, assuming that the observer stayed on his reviewing stand for eight hours a day. To supply this amusement demand, the dealers are putting out a new film every sixty minutes of the working week. In fact, moving pictures are manufactured like candy,—"fresh every hour." Five times as many persons patronize the motion pictures as are to be found in the old line theatre. And this swift growth has taken place without receiving the attention it deserves from any persons except the keen social observer.

What is the secret of the popularity of the moving picture show? One reason can be set forth in the proposition that "people like stories." A few years ago I was in Morocco, in the

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city of Tangier, enjoying the picturesque life of that Moorish town. On market-day morning I followed the crowd that moved toward the edge of the market where several hundred had seated themselves cross-legged on the ground as though something was to happen. A moment later a man stepped into the midst of the circle and began to talk. He used a long staff to illustrate his speech, and as he warmed up to his task the intent faces of his audience proved how entranced they were by his words. They sat for hours listening to his dramatic recital, and before long I realized that I was watching the professional storyteller who has always occupied a conspicuous place in the life of primitive peoples. Behind him I seemed to see stretching back into the days of dim antiquity the minstrel of the middle ages, the troubadour of the Roman countries, the bard of the ancient Homeric age, and the singer of the legends of the Hebrew people. We have few professional storytellers here in America to-day, but none the less "people like stories."

The second reason for the popularity of the moving picture could be set forth in the proposition that "people like pictures." The popular magazine is always the illustrated magazine. The wise advertiser makes use of cuts and engravings, and the modern vogue of the picture postcard comes little short of being a national madness. Sometimes I lie awake at night and think of the carloads and shiploads of picture postcards that are rolling back and forth across the continents and the oceans in gigantic billows of lithographed color, and the magnitude of the fad fairly appalls me. Now, the moving picture connects with both of these popular tastes, the love of the story and the love of pictures, for it can be defined as either a story-picture or a picture-story. No other form of entertainment strikes home so successfully to fundamental instincts; hence, we may expect its popularity not to decrease, but to wax greater and greater.

MAKING DRAMA INEXPENSIVE

The chief significance of the motion picture in its relation to public amusement is found in the fact that it makes drama inexpensive. No form of art appeals so successfully to the experience of the common man as the drama; but no form of art is as inaccessible to the common man. The entertainment

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which he loves most is the entertainment which, until recently he has found it hardest to secure. The poor people who love music have been able to enjoy it in the park concert; those who love pictures and statuary have had the public museum opening its doors for their pleasure; tastes for poetry and fiction and other forms of literature have been satisfied by the free library. The man who loved to see a good play, however, the form of art which reproduces life most perfectly, has found it impossible to satisfy his hunger except at considerable investment of money. Unless he has had the price of a seat at an expensive theater the drama has been denied to him. It is as though the only place to buy bread should be at the Waldorf-Astoria. But with the perfecting of the motion picture this condition of things is being changed. Motion pictures do not as yet illustrate the highest dramatic art, but they at least are giving to the common man at a cost not beyond his means a satisfaction for his dramatic hunger. The motion picture play may be regarded, perhaps, as "an extract of drama." As the juice of the steer is boiled down into a few bottles of beef extract, so the juice of a dramatic composition can be boiled down into the quarter-hour of a thrilling motion picture. Since this new tool was invented, hundreds of thousands of persons who never knew Shakespeare have become acquainted with him, and this satisfaction of the legitimate drama-appetite of the great masses of the American people cannot fail of having its effect upon our national life.

THE MOVING PICTURE UNIVERSITY

Every great mechanical invention sooner or later reacts upon the social order. It was a great day when our savage ancestor first learned the use of the war-club. From that moment the man with brains, the man who knew how to supplement his physical power by the aid of a mechanical tool, began to take precedence over the man whose only equipment was brute strength. It was a great day when the compass was invented, for by its aid the exploring instinct of humanity swiftly conquered every corner of the geographical universe. Another mechanical invention which transformed the face of society was the printing-press, the device by which books which had hitherto been the luxury of the rich, became the easy

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possession of all men. And now comes the motion picture, which does for the drama the same thing which the printing-press did for literature,—it popularizes that which hitherto had been a monopoly of the well-to-do. Our age is the age of “canned drama,” and the cans are so small and low-priced that everybody may buy them. The great American democracy is responding to this new opportunity with an enthusiasm before which the social worker stands amazed. If the full purport of this new movement were understood, we should place over the entrance to every motion picture house some such title as “The Nickel College,” or “The Dime Civilizer,” or “The Moving Picture University.”

These names would surely have come into common use were it not for the fact that the influence of the motion picture is so largely a secret and invisible influence. When the highwayman points a pistol at my head, he employs a visible influence which is likely to be quite effective in separating me from my money. The sneak thief, however, whose fingers steal silently into my pocket, is quite as successful in depriving me of my pocket-book, but the process which he employs attracts far less attention. Through the law of psychologic suggestion the motion picture exercises upon its patron what might be called a “pickpocket influence.” Just as the pickpocket takes things out of my pocket without my knowing it, so the motion picture puts ideas into my head without my knowing it. Every time I see a motion picture with my eye a story is written upon my brain, and that story later on produces an effect upon my life. Do I observe a scene of cruelty? From that moment I find it easier to believe that the world is cruel. Does the motion picture portray an act of brutality? I unwittingly find it easier to believe that men are brutal. On the other hand, any picture of heroism increases my conviction that the world is filled with the heroic; and any picture of tenderness and thoughtfulness inspires me to imitate these beautiful traits of character. Moreover, when we remember that the motion picture audience includes so large a percentage of young people of the most suggestible age, we realize that the educational significance of this new amusement should force itself upon us with compelling power. The motion picture fills the minds of children with

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unrealized memories which will later arise to the surface. It behooves society to see to it that these unconscious mental possessions are of a wholesome and uplifting sort.

CLEANESE FORM OF POPULAR ENTERTAINMENT

Without further argument it will undoubtedly be admitted that the motion picture is exercising a profound influence upon men's ways of thinking and living. The important question is whether on the whole this influence is for good or for bad. My own personal opinion is that the motion picture affords the cleanest form of popular entertainment being given indoors to-day. In this statement I am alluding, of course, only to the motion picture,—not to the vaudeville numbers which are frequently interspersed with the motion picture in a motion picture show. For this gratifying fact the public owes a large debt of gratitude to the People's Institute and to its capable founder, Prof. Charles Sprague Smith, under whose auspices the Board of Censorship was organized. For a purely commercial enterprise like the motion picture business to yield itself voluntarily to the supervision of a censorship representing moral ideals is a new thing under the sun, and without the co-operation of the high-minded promoters of this new invention the present comparatively safe condition of affairs could never have been brought about. With prophetic vision Professor Sprague Smith enlisted the assistance of the leading manufacturers of motion pictures while the trade was still young. As a result, this form of commercial amusement has been well brought up. One sometimes wishes that the same thing might be said of the regular theater. Motion pictures are by no means perfect, and yet compared with the plays which are often produced at Broadway playhouses, even the worst of the motion pictures are as clean as a Presbyterian Sunday School. There are times when a decent man can scarcely walk along Broadway after the performances have begun in the regular theaters, without, figuratively speaking, holding his nose. No such serious charge can be successfully proved against the motion picture. The work, however, is not yet finished. Public sentiment has not yet been aroused to support the Censorship as it ought to do. Practically all of the motion pictures in the country to-day

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are being passed upon by the Board of Censorship, and that Board is applying as high standards of critical taste as, in its opinion, the trade will tolerate. If, however, the public makes its approval evident, the Board can apply still stricter standards, and the trade will not dare to over-ride its verdicts. Meanwhile, in the direction of the elimination of improper vaudeville, the improved sanitation of the motion picture establishments, more adequate police supervision and more careful protection of children attending, much other work for reform remains to be done.

ADDS TO THE GENERAL INTELLIGENCE

The social influence of the moving picture can be traced throughout the length and breadth of modern society, but in at least three aspects its significance stands forth conspicuously. In the first place, it is adding immensely to the general intelligence of the common people. The diligent patron of the motion picture house is having the choicest advantages of reading and travel put at his disposal for the trifling sum of five cents. By the aid of the motion picture camera he becomes acquainted with the manners and customs of every land under the sun, with the details of all the leading industries by which men earn their daily bread, with the picturesque scenery of our own and other countries, with the stories of the great masterpieces of literature and drama, and with many of the latest discoveries of science. The so-called "educational film" has not yet won the popularity which it merits, but it, none the less, has brought to pass the enlightenment of the common mind in directions where hitherto there was nothing but gross ignorance. Many a man, for example, knows more about the Bible to-day than he ever knew before, and he has learned it, not from a newly formed habit of church attendance, but from his patronage of the motion picture show where Scripture films are not infrequent. The wonders accomplished by this amazing invention are as magical as those that followed when Aladdin rubbed his wonderful lamp. The motion picture abolishes the limitations of space and time and economic inequality. If "a happy nation is a virtuous nation," then the motion picture, by adding to the happiness of the common people, will increase the virtue of the American Republic.

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If "an intelligent citizen is a good citizen," then the motion picture is a force that will inevitably raise the level of our democratic life.

EFFECT UPON THE HOME

The second point at which the social influence of the motion picture can be traced in detail is in its effect upon the home. The problem of the tenement is the problem of how to preserve the spirit and beauty of home life. Many a woman fails as a homemaker from ignorance of what a home ought to be. Would it be at all surprising if the pictures of homes which appear in nearly every program of motion picture films should create in the long run a higher level of domestic esthetics? Bring to mind those indoor scenes which you have seen recently at the motion picture theater. There were lace curtains hanging at the windows, flowers decorating the table, pictures upon the walls, ornaments upon the mantelpiece, rugs upon the floor, and all the furniture arranged with seemliness and order. I am willing to wager that the average of the home surroundings which have been portrayed before your eye in the motion picture is higher than the average of the home surroundings which prevail in actual life on Mulberry Street or Hester Street. Many of these home improvements along the lines of beauty and refinement are possible only with a comparatively comfortable income; but, on the other hand, the ambition which seeks to beautify the home, even though the home be but a three-room tenement, can work transformations with the meagerest materials. I was talking recently with the manager of a successful motion picture house in New England who said, "Every day I open my picture house I am exercising an influence upon hundreds of homes in this city. The working-man comes here and looks at pictures which show homes much more beautiful than his own; he watches men and women meeting according to the ways of polite society, the man tipping his hat upon the street, or removing it when he enters the house, or stepping aside that the ladies may pass before him; he becomes an observer of the world of good manners. The result is that tomorrow as he goes to his toil, where his hands and his feet are occupied but his mind is free to roam, he unconsciously lives over again those scenes which he watched in my playhouse; he thinks

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of points at which he can improve his own conduct, of ways in which he can modestly beautify his own home, and before the weeks have passed there is a touch of color or an increase of cleanliness in his tenement due to the unconscious instruction which he received at the motion picture show." The manager who thus conceives of his calling is perhaps not frequently to be found, but clearly there is truth in what he said. Especially in future years, when the boys and girls who now are patronizing the motion picture show grow to maturity, may we expect to find the social influence of the motion picture upon domestic life bearing fruit.

EFFECT UPON MORAL STANDARDS

The third and last aspect of its influence is its effect upon the moral standards of the community. Here we touch upon ticklish matters, where prejudice frequently talks more loudly than knowledge. But here also we are dealing with the most significant side of this new form of entertainment. People who know little about motion pictures are in the habit of declaring that they express only low standards of morality. These persons seem to imply that low standards of morality always accompany a low price of admission. Because the admission is cheap, the ideals of the amusement enterprise are supposed to be cheap. But such critics unfortunately are falling into grievous error. We need to free ourselves from the superstition that virtue always wears a frock coat and a silk hat, and that vice is generally dressed in overhauls and a black flannel shirt. As a matter of fact, the testimony of a theatrical manager with whom I recently conversed comes very close to the truth: "The poor people want clean shows; it is the rich people who like the smut." The motion picture film, therefore, appealing mostly to the common people, has maintained its popularity even though it has had to pass a standard of moral censorship which the trade would never be allowed to apply to the drama patronized by the well-to-do. And because this moral censorship has held sway, clean moral standards are being taught by the motion picture much more than by the regular drama. There are pictures of wrong-doing, to be sure, thrown on the screen; we observe a horse thief or a highwayman plying his trade; we see acts of violence or the

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condition of drunkenness; but the real moral import of the film must be judged by its whole story. When you have seen the story through to the last chapter, do you not find on the whole that the moral influence from the motion picture film is wholesome? After a somewhat gruesome film had been shown a couple of years ago, in which the wife's infidelity to her husband was visited with summary and severe punishment, two of the girls who had been in the audience were overheard to comment upon the film as they left the theater. These were the words of one: "Say, Mollie, if ever I get married, I'm going to be straight with my man. It don't pay to be crooked." Do not these words set forth the composite moral verdict of all the motion pictures which you have seen, not including the films which contain portrayals of crime,—"It don't pay to be crooked?" This is a motto which I should like to teach some merchants and business men and politicians, as well as to have it taught to prospective wives and future husbands. The Board of Censorship is not completely satisfied with its work, but on the whole its effort to give a wholesome moral tone to the motion picture output of the country commends itself by the results. We want your support in the formulation of popular opinion. It will assist the Board of Censorship and will tend gradually to lift the moral standards that pervade the film stories.

If ever you see a film that excites your disapprobation, report its title, publisher, and the name of the theater to the Board of Censorship, and they will gladly investigate. On the other hand, we need your help in overcoming the undeserved prejudice against motion pictures.

MORAL EDUCATION

Going still further in this matter of moral standards, the question comes to mind, "Why may not the motion picture be used deliberately for moral education? Why not arrange a course of moral instruction by the use of film stories parallel to those courses in moral instruction which have been prepared with the aid of stories from classical literature, and with the aid of stereopticon slides? Why may not preachers to-day preach from the motion picture parables of contemporary life, even as Jesus preached from parables of contemporary life two thousand years

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ago? Why should there not be organized in our American cities motion picture civic centers where the films are definitely selected with a view to their educational uplift upon the masses of our population? Why should there not be children's motion picture shows carefully supervised and adapted to the nature of the child as successfully as are the children's departments of our public libraries?" The more one dreams his way into the vastness of the opportunity, the more he is convinced that the possibilities of the motion picture for social uplift have scarcely begun to be utilized.

The motion picture is here in America, and is here with a vengeance, and is here to stay. What it may mean in the social elevation of our complex race will be largely determined by the pressure upward or the pressure downward which is exercised upon the trade by the ten millions of daily patrons. If you carry your thoughtful mind and your moral convictions with you to the motion picture house, if you record your protest with the manager or to the Board of Censorship whenever you see a film which strikes you as unwholesome, if by the same token you express your enthusiastic approval whenever a program is laid before the audience which commends itself to your best tastes and judgment, then you will make yourself a co-operating party in the enterprise of "washing" the motion picture show. For this ideal of clean, uplifting recreation the People's Institute has manfully stood in the past; you should help it to stand for its ideals even more successfully in the future.*

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

By a unanimous vote the members of the Playground Association of America, at their annual meeting held at Washington, D. C., May 11, 1911, voted to change the name of the Association to Playground and Recreation Association of America.

For a long time many have wished to change the name, believing that the word "playground" did not cover fully the broader recreation work carried on by the Association.

* A pamphlet on "The Religious and Social Possibilities of the Motion Picture," with bibliography, sample film list, and general information useful to any investigators in this field will be sent on application to the writer of this article. Enclose five cents for postage.

THE RENAISSANCE OF PLAY*

GEORGE E. JOHNSON

Superintendent Pittsburgh Playground Association

Man is becoming conscious of an universal rhythm. This rhythm has always been reflected in man's deeds and speech. When the ancient Hebrew prophet described the origin of the world, his account unconsciously reflected this rhythm of the universe. Heaven and earth, light and darkness, form and void, day and night, work and rest, time and eternity, as we read, seem to gather our spirits within their rhythmic influence and sway us into an abiding consciousness of the finite and the infinite, of God and man. So all progress and all life has been marked by rhythm.

Although from the beginning man has been lifting constantly from the animal to the spiritual, yet the ascent has been marked, now by retardation, now by acceleration. Now and then there has risen above the rest some wiser soul, like a star in the east, to hasten man onward to a still higher way.

Three persons stand out in history as marking epochs in the changing curves of progress, in religion, in science, and in education. The moral progress of man led up to and culminated in the life and teachings of Jesus, the Christ. Science struggled onward through the ages and found at last Charles Darwin who marks the beginning of the epoch in which we still live. Education, mothered by play and the instincts implanted by an universal Father in the creatures of the earth, gained slowly through the centuries until Friedrich Froebel opened the eyes of the world to the meaning of childhood and gave a new conception of education as distinct as the religion of Jesus, or the method of thought of Darwin.

History has recorded, and we are familiar with the rhythmic progress of the influence of Jesus, and Darwin, and Froebel in the world.

We are conscious to-day,—and that is why you have asked me to take this subject, "The Renaissance of Play,"—we are conscious to-day of a wonderfully increasing spirit of play in the

* Address before the International Kindergarten Union, St. Louis, 1910.

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world. I cannot express to you my feeling of great helplessness and inadequacy in trying to voice the hope that is dawning in the world for the play, not alone of the children, but of all the people,—the hope that is in your hearts and mine which you have asked me to express here to-day.

But I take courage from the law of contrasts and from the words of Goethe:

“Wer nie sein Brod mit Thränen ass,
Wer nie die kummervollen Nächte
Auf seinen Bette weinend sass,
Der Kennt euch nicht, Ihr himlischen Mächte!”

Between hope and fear, between knowledge that there is so much to say and the lack of knowledge of how to say it, I plead for that community of spirit and sympathy on your part that far more than any power or eloquence of a speaker (which I do not possess) can make an address effective.

The Renaissance of Play! To appreciate the fullness of the promise contained in these words we need to think back and follow along the path of progress of play in the world.

Play was the mother of education. The methods of that happy mother are preserved and disclosed to us to-day in the antics of every young normal animal or child, so familiar to you all. But play advanced its teaching beyond the lessons necessary for survival which we see given still to the young cat, or dog, or child, and man advanced thereby to some higher stage of development. Perhaps you will recall how the primitive boy “Big Tooth” and his friend, “Lop Ear,” wandering by a stream, found tree trunks floating in the water and by playing on them and paddling with their hands, developed a crude art of navigation which they turned to good and serious use in their lives. Little Bark, playing with a dried branch of the ash tree and a thong of hide, unwittingly made a bow and shot a sliver into the breast of his brother Ab; and the bow and arrow became the weapon of man and evermore the plaything of the child. So play was the mother also of invention, and not necessity, as some have seemed to think.

I admit that the above incidents are purely imaginative in their details, and I have no wish even to try to establish an



IS ALL THE WORLD ONE BIG PLAYGROUND?

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uncertain connection between the play of primitive children and the earlier discoveries and inventions of the race. Yet fiction may often convey deeper truths than history, and I believe these imaginative tales mark our nearest approach to the truth. On the toys of childhood have been based some important inventions. The trundling hoop, maintaining its extraordinary upright course suggested the velocipede, and then the bicycle. The top, a pure toy, has for ages demonstrated the principle of the gyroscope; and the gyroscope suggested the possibility of the monoplane railway. The kite delighted untold generations of children before it aided Franklin in discovering the identity of lightning and electricity, or was ever used by meteorologists in their researches into the condition of the atmosphere, or disclosed to the Wright Brothers the secrets of the aeroplane. While it is undoubtedly true that most important discoveries and inventions have been made by adults, the important thing for us to note is how the interests and activities of discoverers and inventors in their childhood have prepared them for their later achievements, and above all, to note that what were the motives for play in the child, became the motives for master work in the man, and that they are psychologically identical.

I have searched through volumes of books and periodicals on inventions and inventors and have found no reliable evidence at all that necessity was ever the real mother of invention; but so far as any insight into the inner life and psychology of inventors was given, it was teeming with the suggestion of the inner necessity that parallels the play of the child.

As man progressed through the hunting, fishing and pastoral stages, play extended its field beyond the activities necessary for survival. Social play arose, and dancing, music and art developed.

Play became recreative as well as educational; to the essential was added embellishment, to the fundamental the accessory, to the needs of the physical life, opportunity for the higher life.

But all this time we may believe that man was unconscious of the influence of play in the progress of the race. When man first recognized play as a teacher we may never know. It was in Greece that play first came into conspicuous prominence in

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the conscious education of the people and it is a fact of deepest interest to us that the Greeks made the most remarkable progress ever made by any nation.

At seven years of age the Athenian lad entered the palæstra, which was essentially a playground. All the first and better half of the day was spent in gymnastics, dancing, and games of play. In the afternoon there was singing, some writing, (the beginners wrote in the sand box or in sand strewn upon the ground), some reading, all in the open air, and then came a long period of play again. Such was the schooling of the Greek lad up to the age of ten or eleven, and it did not differ essentially up to the age of sixteen except in the severity of the exercises. And yet, the world has not ceased to marvel at the results of the Greek education. It produced the highest type of man, physically and intellectually, that the world has ever seen, which Galton says was as far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage and patriotism, in philosophy, literature, architecture, and art, the Greeks have been unsurpassed models of the ages, and are still the inspiration of our schools to-day.

I will not discuss the causes of the fall of Greece and Rome, nor attempt to note all the progress of the race through the centuries to the time when modern history begins. However, a few facts are of great interest to all who believe in play. The brightest flower in all the long centuries of the dark ages and universal oppression of the people was chivalry which developed contemporaneously with the tourney, joust, and pageant—perhaps the most magnificent the world has ever seen. In the revival of learning in Florence, in the age of Lorenzo, that city is marked by many similarities to Athens in its most flourishing days. There was an equality and pride of citizenship, betokening self-respect of the individual,—a general “noblesse oblige,” if you will,—opportunity for the intellectual activity and self expression in work and art, appreciation of the beautiful, cheerfulness of temper, joyous social life, and general participation in drama, pantomimes, festivals, and carnivals.

“It is remarkable” says the historian Fisher, “that the great sculptors were all goldsmiths and came out of the workshops.

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A new generation of painters had a like practical training. In those days, there was a union of manual skill with imagination."

But to those who have faith in play, it seems a confirmation of their faith that genius and art should flourish when imagination blends work and art, unites the artist and the artisan, and youth has opportunity at the age when constructive interest is keenest to develop its latent genius.

The Renaissance was a period not alone of the revival of art and letters. It was a stirring period also of invention and discovery. In this period are included the invention of gunpowder, the compass, printing with movable type, and discovery of a new route to India, of America, and the Pacific, Mexico, Peru and the Amazon.

"The transformation in the structure and policy of the states, the passion for discovery, the dawn of a more scientific method of observing man and nature, the movement towards more freedom of intellect and of conscience, are part and parcel of one comprehensive change—a change which even now has not reached its goal. It was not so much the arts and the inventions, the knowledge and the books which suddenly became vital at the time of the Renaissance, that created a new epoch; It was the intellectual energy, the spontaneous outburst of intelligence, which enabled mankind at that moment to make use of them." (Quoted from Symon's "A History of the Renaissance.")

Psychologists are reducing all the instincts of man to four divisions,—workmanship, imitation, emulation and co-operation. In these four instincts lie all the secret springs of play. In the softening of the oppression of the dark ages, in the freedom of intellectual expression, in the loosening of the passion for discovery, and in the happier and gentler social enjoyments, which made the Renaissance possible, we recognize the same psychological elements that characterize play.

But man had not yet been conscious of the real place of play in human progress. While many who were interested in the education of children from the time of Rabelais to Pestalozzi, took note of the value of play to the child, no one contributed in any large way to the understanding of the real significance of it.

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When Friedrich Froebel began to teach in the model school at Frankfort, the long line of his predecessors had bequeathed to pedagogy practically the following enduring principles.

Education is a means of national regeneration. The state must educate its members. The germs of wisdom lie in all men. Education is cultural, it should also be practical. Man is immortal and education must relate to immortality. Education must deal with Nature as well as with books. All classes must be educated. Education is an art that transcends natural or inherited difficulties. It should run parallel with inclination and lead to power of enlightened initiative. Woman has equal right to education with man. The child is predetermined by his very constitution to progressive development. He must have Freedom, and Nature must have its opportunity. The education of the individual should be related to the development of civilization in the race. Primary education should be universal, compulsory, and free. "True education is a growth, the outward evolution of an inward life." It is the content, not the form, it is the spirit, not the letter that enkindleth.

The foregoing principles thus imperfectly stated represent the elevations, and their opposites the depressions, in the curve of progress of educational ideals through the centuries. What did Friedrich Froebel add? Froebel's predecessors had developed a pedagogy. Froebel began to develop an education. He was the first to start just where Nature left off, the first to make an adequate connection between Nature and conscious education. For a system, he substituted a life.

Therefore Froebel began with play, because in the child, play is life. For the first time in education, the child is clearly conceived, I will not say in the light of evolution (for Darwin had not yet formulated what was already dimly appearing in the world of thought), but conceived as a being, an organism, if you will, still in the process of creation. Froebel anticipated the theory of evolution, of recapitulation, and of stages of organic development, each depending for its perfection upon the preceding. The child's interests, aptitudes, play, take on a dignity now that was not possible before in the history of education, because they are referred back to a divinely constituted inherent nature, that made the interests of the children, their spontaneous acts,

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older and wiser, in a sense, than the mature reasoning of men. It is this conception of play and its educational significance that places Froebel distinctly above and beyond all other educators.

What Froebel could not give to the world was the knowledge that has accrued since his day, a knowledge of laws of evolution in their detail, of biology, of anthropology, of psychology, of sociology, that make it possible not to supersede but to build upon and apply the fundamental truths he disclosed to the world. What the world gained most from Friedrich Froebel was an enlightened sympathy with, and understanding of childhood. It seems to me that there can be no doubt that Froebel's lack of knowledge subsequently gained to the world caused him to err, inevitably, in some particulars in developing the details of his work. The world has been unable to follow him in the application of his philosophy, and in attempting so to do has often fallen from the education, the life, that he conceived to a system of pedagogy. This danger inevitably accompanies any attempt to systemize education. We cannot escape it. We can only hold ever to the life as we perceive it, recognizing that the system must constantly change, growing towards the life,—or we lose it.

It is not strange that the progress of the kindergarten should have been slow for half a century after the death of Froebel. Yet the leaven of the Froebel idea was at work in the world and was stimulated from many sources. When Charles Dickens pictured the destitution of childhood in English schools and won the sympathy of the world for children, that was an extension of Froebel's essential idea.

When Charles Darwin startled the world by the publication of the "Origin of the Species" a new epoch began in which alone the ideal of Froebel could come to full fruition. When Huxley, in 1863, "cut squarely across the theological scientific teaching that man is a species by himself and immediately created in his integrity by the hand of God," the lamp was lighted that made it possible for theologians and teachers ever to understand the full significance and value of Froebel's ideals and consciously adopt his methods. When the new psychology which was the mother of the child-study movement, reconstructed the teachings of philosophy and really created the department of education in our

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universities, Froebel's real strength was multiplied, like that of Antaeus of old when he touched the earth.

When the followers of Herbart suggested an enrichment of the curriculum of the school through content and appeal to the interest of the child, the door was opened a little wider still for the entrance of Froebel's influence into the general school life of the child.

Meanwhile the play not yet consciously appropriated by man for education was doing its valuable but incomplete work in the world. The nations that were playing most were advancing most. The unsupervised but generally encouraged play of the English school boy had no shall part in the development of English character and achievement. Germany with her characteristic thoroughness and system revived much of the spirit and method of the Greeks. In America the new political ideals, the dignifying of the individual, the recognition of freedom and equality, the extension of the idea of brotherhood, the limitless natural play opportunities and constant appeal to the passion for discovery, invention, enterprise, and conquest of nature, were simulating the wonderful if not perfectly balanced progress of the American people.

In obscure corners also, the noble, if unsophisticated, efforts of the worker in the slums, in the boys' club, the neighborhood house, the social settlement, the play school, were exalting the value of play in the eyes of man. The judge of the juvenile court, the probation officer, the rescuer of the fallen, the guardian of the criminal, the teacher of the feeble-minded, the sociologist,—in short, the student of every science devoted to man, and the educator suddenly found themselves on a common ground of faith and experience, and there burst forth such brilliancy of conception, such clearness of understanding, such depth of faith, such fullness of hope for the children of men as the world had never before experienced. It is the radiance of the dawning of this new renaissance, the renaissance of play, the renaissance that shall, please God, mean more for the world, than the renaissance of old, that we behold to-day. The kindergarten is rapidly becoming a part of the public school system. In the two decades from 1882 to 1902, the number of kindergartens



Washington Playground Association
THE PLAYGROUND FLEET

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in the United States increased from 348 to over 5,000, the number of teachers from 814 to nearly 10,000 and the number of pupils from less than 17,000 to nearly a quarter of a million. The number of American cities maintaining playgrounds in 1895 was 4. Within the past two years, 246 cities have established playgrounds, 195 other cities are now conducting playground campaigns, while 400 cities throughout the continent are seeking advice from the Playground Association of America. In 201 cities there are more than 1,000 playgrounds. New York and Chicago have expended for the establishing of playgrounds during the past ten years \$27,000,000. In Germany, since 1899, play congresses have been held, and normal schools for the instruction of play teachers have been established in several cities. A central games committee has issued a curriculum of games for use in the kindergarten and elementary school. In America four play congresses have been held and a normal course in play has been published and is being used by leading normal schools. The chief executives of the nation, mayors of many cities, business men, boards of trade, organizations of women, physicians, corporations, and editors of leading dailies are among those actively associated with the playground movement. An ever increasing host of public school teachers are adopting playground activities for their hitherto unused school yards and a legion of social workers have taken new courage in holding to the spirit of play in their efforts in the Y. M. C. A., the boys' club, the girls' club, the social settlement, the social center, and the neighborhood house. . .

What is the conception of play that underlies the renaissance? Is it not that play is life,—at its best, the higher, more abundant life? Play is becoming. It is the profiting by the past, the taking possession of the present, the insuring of the future. It is self-realization. When the earth clothes itself with grass in the spring, when the tree sends forth its leaves, or the flower its buds,—if these could feel and know, that would be play to them. Biologists have formulated a law, namely, that function determines structure. Play is the converse of this. Structure demands function. When in the long process of creation, structure has been developed, in each new generation that structure demands its own, craves its appropriate function. When

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the blind child stands before the window and flickers his open fingers before his face letting now the light, now the shade fall upon his sightless eyes, stimulating the optic nerve that has been cheated of its source of life, and yet hungers for its appropriate function, that is play. When the febleminded child sits through long hours with arms folded upon a bench before him and beats his head upon his arms until great callouses form upon them and his forehead, that is play to him. When the infant smiles into his mother's face, or grasps with his chubby hands, or kicks, or coos, or strives to lift himself for a freer vision of light, or shadow, or color, or object, or listens for a sound, or creeps, or climbs, or handles, or tastes, that is play to him. When the child responds to awakening power of speech, or memory, or strength of limbs, or appreciation of companionship or social relations, or reasoning, or expression in different forms of leadership or organization, that is play to him. When a lad of the streets snatches and runs in the hope of being chased, when he stones cars or windows, or pries open a door in the freight yard, when he pilfers trinkets and stores them in a rendevouz, or, inspired by a nickelodeon, breaks and enters a store for mischief, when he steals lumber and builds a hut and plays cards and gambles there with his gang, that is play to him. When the "spirit of youth" seeks the city streets, or a youth the company of a maiden, or a young man the warmth and brilliance of the saloon or the colored lights of the city where he will not be seen, that is play to him, even if it leads to death. When a man or woman fatigued by excessive toil or by the monotony of life, seeks relief in pleasure of any sort, that also is play. When love of money, or of fame, or of power, or the passion to create, or to achieve, or to build, or to lead, stimulates to deeds worthy or unworthy, there is the spirit of play still abiding. It abides still wherever beauty is, or love, or worship. Somewhere in play the paths divide, the one to the good, the other to the evil. It is the impelling moral and social ideal that characterizes the play ideal of the renaissance. "Man plays only where he is a human being in the fullest sense of the word, and he has reached full humanity only when he plays. This proposition will acquire great and deep significance when we shall learn to refer it to the doubly serious ideas of duty and destiny.

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It will then sustain the entire superstructure of æsthetic art and of the yet more difficult art of life."

When our "forefathers brought forth upon this continent a new nation," one of the fundamental principles they embodied in their declaration of independence was that all men have the inalienable right to the pursuit of happiness, well knowing that while monarchies may exist for a time under the strong hand of coercion, with happiness denied to the masses, yet the very life of a democracy like ours depends upon the widest possible dissemination of happiness among the people. President Eliot has declared: "The ultimate object of democracy is to increase the satisfaction and joy of life for the great mass of the people—to increase them absolutely and also relatively, to pains and sorrows." From the time, centuries ago, when the master mind of the age, if not of all ages, Plato, urged state legislation in behalf of the play of the children, down to our day, when Jane Addams calls attention to "The Spirit of Youth and the City Streets," the fundamental responsibility of society for the welfare and happiness of its members has never been fully lost from sight. We are permitted to live in a day and in a nation when and where this thought is embodied in the very tenets of our national creed. From the juvenile court, from prisons, from hospitals, from students of social evils, from every department of science devoted to the study of man comes the warning that in our day, as in no other day the world has yet seen, we need in our great cities to give heed to the nature and spirit of childhood and youth and to the right of the people to happiness. Society has not so much forgotten as it has failed, in these strenuous days of materialism, to realize how much modern city and social conditions are making void many a fundamental tenet of our national creed. In the boys and girls of the streets, in the delinquent, the fallen, the outcast, the unsuccessful and the misfit, there is the same hunger for happiness that is our own. But if that hunger must be satisfied in the one, or two, or three room house of the tenement, in the street, the nickelodeon, the cheap theatre, the saloon, or the public dance hall, or not at all, who can wonder at individual ruin or social disaster?

On Hallo'een night in Pittsburgh one may see Fifth Avenue,

THE RENAISSANCE OF PLAY

from Market Street to Smithfield, filled to crushing with boys and girls and men and women in two great slowly moving streams of humanity, one up, the other down, an occasional policeman marking the edges of the currents,—thirty thousand souls, mostly young men and young women, crudely, blindly, with reckless abandon, even if ignorantly, seeking for happiness. What takes place that night takes place less strikingly, less conspicuously, but none the less truly, every night in every city and town. There is no greater national concern than how and where that search for happiness is made.

The world is indebted to the Hebrew people for the renaissance of religion. It is indebted to the Italian people for the renaissance of learning. Is the world to be indebted to the American people for the renaissance of play, in the fullness of its meaning? All danger is not yet passed. Just as the "Franciscans imprisoning Roger Bacon for venturing to examine what God had meant to keep secret; Dominicans preaching crusades against the cultured nobles of Toulouse; Popes stamping out the seed of enlightened Frederick; Benedictines erasing the masterpieces of classical literature to make way for their litanies, or selling pieces of parchment for charms; a laity given up to superstition; a clergy sunk in sensual sloth or fevered with demoniac zeal"; just as these crushed the free spirit of humanity and delayed the coming of the renaissance for centuries—so to-day those who fear the naked truth, who worship the past, who deny the essential equality and brotherhood of man, who regard the present at the sacrifice of the future, who would punish rather than cure, who would cure rather than prevent, who despise play to exalt work, who pervert play for sordid gain and lure childhood and youth, even mature men and women, in their ignorant or blind search for happiness, towards destruction, these also will delay but cannot stay the fullness of the renaissance that has begun.

SATURDAY AFTERNOON WALKS

DORA ALLEN

Chicago, Illinois

The environs of Chicago cannot be said to be famed for their beauty. The Committee of the Chicago Playground Association which launched a series of Saturday afternoon walks in April, 1908, were rather doubtful, therefore, of the outcome of the plan. Certainly they had no realization of the enthusiasm with which it would be received. The main purposes of the project were to blaze a trail through the city wilderness of bewildering railroad tracks into the attractive parts of the surrounding out-of-doors; to train leaders who might conduct parties from the congested districts of the city, and to acquaint the public with the tracts recommended for an outer-belt park. The success of the undertaking can be measured in some degree by the fact that people have learned "the way out." It is interesting to note that at a recent election the people of Chicago voted favorably on the question of establishing an outer-belt park to cover thirty to forty thousand acres.

It is sometimes said that people who really care for the open will find for themselves the trail thereto. That is true of the exceptional person. Most of us are average people. We are more likely to take the train for the fields or the woods on our half holiday, if some one else has discovered that train and those woods, and if we know that, without the trouble of planning, we shall find a pleasant companion for the outing. It is unfortunate that we are no longer a nation of pioneers, but it is a fact; and it is better that we should go into the country without much initiative, than that we should not go there at all.

The method of managing the walks has been entirely informal and simple. We have no constitution, no membership fee, and what work there is, is done by busy people. The committee consisted of about forty representative persons from the associations whose members were invited to join the walking trips, and a sub-committee of twelve who did the work, and loaned the small sum necessary to start the project.

A four-page leaflet invitation announcing a series of

SATURDAY AFTERNOON WALKS

Saturday afternoon walks in April and May was sent to about four thousand people, being the members of the following group, and their friends: Geographic Society of Chicago, Chicago Architectural Club, Institute of Architects, Illinois Chapter; The Teaching Staffs of the Universities, Woman's Outdoor Art League, Social Service Club, The Art Institute Instructors, Chicago Principals' Club, the Little Room, (Artists and Literati), Illinois Audubon Society, Residents of the Social Settlements, Palette and Chisel Club, The Cliff Dwellers (Artists and Literati), City Club of Chicago, Chicago Library Club.

A sub-committee arranges a program of a half dozen or more walks, and appoints two or three leaders to be responsible for each walk. The leaders' duty is to be familiar with the walk which they are to lead and to make preliminary peace-pacts with property owners. They also arrange for the cars and tickets, and stand at the train gate for a short time before the departure. The railroads and trolley roads offer all possible assistance in making these arrangements easy. A charge of fifteen or twenty cents for each passenger, over the commutation cost, pays the expense of printing and postage, makes the walk self-supporting, and yet keeps the price of a ticket below that of a single fare. There has been practically no change in this method except that the leaflet invitation is now sent only to those on the original list who have requested it. The present list numbers about a thousand. The walks are open to anyone who wishes to come.

The leaflet contains general directions concerning the ticket arrangements, a list of committee members, information concerning the walks and always a plea in large letters that shrubs and flowers shall not be injured. To quote from one typical description of a walk:

SATURDAY, DECEMBER 19TH—RIVERDALE

Take Illinois Central train (Randolph Street Station) at 1.20 P. M., and Van Buren Street at 1.22 P. M., reaching Riverdale at 2.05 P. M.

The walk will be along the bluffs on the north bank of the slightly-known but beautifully wooded Little Calumet River. This stream follows a circuitous route through the country, appropriately known as "Wildwood." Returning, the train will leave Riverdale at 3.58 P. M., arriving in Chicago at 4.40 P. M.

This walk will be about $3\frac{1}{2}$ miles. Those wishing a longer walk may continue up the stream to Blue Island and take the Illinois Central train leaving at 4.26 P. M., reaching Chicago at 5.20 P. M.

Expense, 50 cents.

Leaders.



15TH MANHATTAN
MEN'S ENTRANCE.
CLANTRY CLUB.
May 11th 1910.
510.

PLAY IS A MODERN SUBSTITUTE FOR WAR

SATURDAY AFTERNOON WALKS

The walks are scheduled for almost every Saturday from the middle of September until July. The average price is sixty cents—sometimes as low as twenty-five cents, and the length from four to six miles. On holidays an all-day walk is usually arranged. Most of the walks are only for the afternoon, the train leaving after one o'clock and returning before seven. Often long and short walks are offered along the same route. When moonlight may be expected an evening walk with bonfire supper is sometimes added, the party returning at nine o'clock. In winter skating frequently enlivens the program. Every spring brings week-end or holiday outings of two or three days to points at greater distance from the city. Last summer a trip to the Yellowstone was arranged with the Chicago Geographical Society. Occasionally variations from the regular days and hours are made. In May, for instance, there is an early morning walk for bird lovers. Sunday walks have never been offered on the leaflet, but in last winter's leaflet appeared an announcement that a group of Sunday walkers had been formed and any who wished to join might acquire the necessary information from the secretary.

The committee at first made an effort to keep the notices of walks out of the newspapers. Publicity, however, attended the project from the outset. The press looked upon it as an extremely humorous idea which should be made the subject of attack in cartoon and funny column. But in spite of the unsought advertising the objectionable person never came. A party sometimes of forty, sometimes of three hundred, usually of less than one hundred, continued its weekly wanderings over fields and brooks, under fences and the noses of suspicious cows without an uncongenial member. Perhaps the objectionable person does not like fences, and curious cows, and muddy brooks. Or perhaps the objectionable fangs are drawn from him under these circumstances. People not on the list of walkers and their friends came as the result of the newspaper notice, but they were country lovers, or at least they blended harmoniously into the landscape. There is an indefinable pleasure in this company of walkers, many of whom have heretofore been strangers. We speak to each other without introduction; but no one speaks overmuch. We have tobogganed down the sand dunes in

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summer, and skated on frozen ponds in winter and partaken of roast goose after the long, cold walk; and sometimes we have tumbled into the brooks, and been lost in the dunes, and even danced a folk dance on a smooth green. We are spending the hours in the out-of-doors together because we all want the sunshine, or the fields, or the woods, or the shining snow. We forget the burdensome conventions. We forget suspicions and fear of intrusion. We are free, and friendly, and happy.

It has seemed impractical to arrange to take large parties of children, or settlement groups on the regular walks. The direct value of the walks, in this connection, is that it has trained leaders among those who work in congested districts. The Playground Association hopes with the establishment of the outer-belt park, to make some plan by which the outer parks may be frequently visited by groups from the playgrounds.

THE PLAYGROUND INSTITUTE AT MINNEAPOLIS

The fourth institute in the series that is being conducted by the Playground Association of America was held at Minneapolis on April 6th, 7th, and 8th. Forty-nine delegates were present representing twenty-four cities throughout the states of Minnesota, Wisconsin, Illinois, Missouri, Iowa, Nebraska, North Dakota and South Dakota.

These institutes mark the second great step in the development of playgrounds in the United States. The first effort was to bring cities to a realization of the necessity of providing play space, equipment and supervision for the children. The second step deals with the technicalities of playground administration. Just as school teachers have been getting together for years to study the problems of the schoolroom, so now the play leaders, directors and supervisors are meeting to study the problems of the playground.

The Institute Committee was fortunate in being able to secure the services of such playground experts as E. B. DeGroot, of Chicago; George W. Ehler, of the University of Wisconsin, formerly in charge of playgrounds in Baltimore; E. J. Ward, of the University of Wisconsin, formerly in charge of playgrounds

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and social centers in Rochester; Mrs. Harriet Heller, University of Nebraska, formerly one of the directors of the playgrounds of Omaha and chief truant officer of that city; C. T. Booth, Director of the Minneapolis playgrounds; Carl Rothfuss, Director of playgrounds in St. Paul; Miss Stella L. Wood, Director of the Kindergarten Normal School in Minneapolis; Theodore Wirth, Superintendent of Parks in Minneapolis, and others.

Mr. Wirth is one of the foremost park superintendents in the United States in setting aside and equipping park spaces for play. He holds that park officials have, as a whole, failed to make the best and fullest use of their opportunities in providing for public recreation. While he did not advocate that playgrounds should supersede all other park functions, he did argue strongly that "ample room, proper location, efficient equipment and supervision, and a reasonable sustaining support" be given to playgrounds. He urged that certain parts of parks in the smaller cities should be set aside as playgrounds, but in the large cities he believed that grounds must be acquired specifically for playground purposes especially in the congested parts of the city. The splendid play spaces, swimming and wading pools and athletic fields that have been set aside for children and youths in the parks of Minneapolis testify to the practical way in which Superintendent Wirth is putting his theories into actual practice.

The program for the playground institutes is not arranged with a view to making it such as to attract the popular audience but rather to deal with the problems of equipment and administration that the playground workers are forced to face. As one of the delegates said, "We are long on belief in this thing but short in actual undertakings." In short, the directors and play leaders who come to the institutes come to learn how better to administer the playgrounds that have been entrusted to their care. The experts who were present to speak at the various sessions were besieged at all times of day and night by inquirers who wanted to know details about how this problem and that problem has been met in other cities.

As evidence of the detail with which the speakers went into the technique of their work, the address of Mr. DeGroot on equipment might be cited. He discussed the method of selecting sites,

PAGEANTS TO BE GIVEN DURING THE SUMMER

grading and finishing the space, constructing and setting up playground equipment, repair and upkeep of the various pieces of apparatus and the numberless details of keeping the great piece of playground machinery in running order. He told of a new kind of playground surface that had been tried with great success in the playground of Chicago. It consisted of 60 per cent. of cork ground in pieces about the size of the top of a lead pencil, mixed with 40 per cent. of torpedo sand. To this mixture was added asphalt in the proportion of 90 per cent. asphalt to 10 per cent. of the mixture. The surface thus produced has been found so satisfactory that it has been used for indoor gymnasium floors as well as for playground surfaces. It can be washed with a hose, marked with chalk for games, used for every sort and condition of play and still be kept clean and sanitary. It makes a surface sufficiently elastic to meet all the requirements of the playground.

Speaking at one of the Institute sessions Mayor Haynes of Minneapolis said: "It is the privilege of a mayor to welcome all sorts of conventions, trade conventions of all kinds, fraternal conventions, semi-political conventions, and a great many others: it gives him a peculiar pleasure to welcome a body of citizens whose sole purpose and object is for the common good, and to begin with the child life in the great city and seeing that it has a fair chance. . . It is through the exchange of ideas that we shall be inspired to work harder and more persistently along these lines, realizing that the movement is commencing none too soon, and that there is no danger of its being pushed too rapidly. It is upon us and it is our duty to respond; I know we shall do it."

PAGEANTS TO BE GIVEN DURING THE SUMMER OF 1911

The summer of 1911 will add a considerable number to the list of American pageants. For the benefit of those who may desire to attend any of them, a list is herewith given of those of which *THE PLAYGROUND* has thus far received information.

Northampton, Massachusetts, will give an historical pageant under the direction of Miss Margaret MacLaren Eager, May 31-June 3 inclusive. Miss Eager directed the Deerfield Pageant

PAGEANTS TO BE GIVEN DURING THE SUMMER

of 1910, about which there was an article in the March number of *THE PLAYGROUND*.

Lawrence, Massachusetts, on June 6 and 8, will give a civic and educational Pageant of Progress under the direction of Miss Alice B. MacDonald, President of the Lawrence Teachers' Club.

Newton, Massachusetts, under the direction of Miss Eager and the management of the Federation of Women's Clubs will give an historical pageant on June 12, 13 and 14.

The Normal School of Oshkosh, Wisconsin, will give a pageant on June 7, presenting historical episodes from the coming of Champlain in 1602 to the Menomine Treaty in 1836.

Milwaukee, Wisconsin, will have its pageant on June 21, under the direction of Miss Caroline Crawford and Mr. Thomas White Stevens. Miss Crawford is connected with Columbia University and the New Theatre, New York City, and is a member of the Committee on Festivals of The Playground Association of America. Mr. Stevens was the Master of Pageant of The Pageant of the Renaissance, Chicago, 1909, and of The Pageant of Illinois, Evanston, 1909.

The State Normal School of Clarion, Pennsylvania, will hold at Commencement, on June 26, a Florentine Carnival of the Fifteenth Century, under the direction of Miss Annie Lilly.

Salem, Massachusetts, has in preparation an historical pageant to be given about the middle of June, under the direction of Mr. J. B. Pitman of the Normal School.

Taunton, Massachusetts, will give an historical pageant on July 1, 3 and 4, in which the Indian parts will be taken by real Indians. Mr. Ralph Davol is the Master of Pageant and Miss Virginia Tanner is the Pageant Dancer.

Hartford, Vermont, will give a pageant under the direction of Miss Eager on July 1, 3 and 4.

Minneapolis, Minnesota, as part of the program of its Civic Week will produce an historical pageant on July 6, 7, and 8, under the direction of Mrs. Thomas G. Winter and Mr. Henry J. Hadfield.

The Pageant of Thetford, Vermont, will be an historical pageant and also a study of the rural problem. It is being produced in connection with a movement for the general industrial and social development of the town. Mr. William

NEIGHBORHOOD ENTERTAINMENTS

Chauncy Langdon is the Master of Pageant, Mr. James T. Sleeper is the composer of the music, and Miss Virginia Tanner the Pageant Dancer. Mr. Langdon has recently contributed several articles on Pageantry to *THE PLAYGROUND*. Miss Tanner was the Pageant Dancer of The Pageant of the Perfect City, Boston, 1910.

Bennington, Vermont, will give an historical pageant during the week of August 16 under the direction of Miss Eager.

The Indian Pageant of the Mashpee Indians at Sandwich, Massachusetts, on Cape Cod, will be unique. It is in charge of Mrs. T. H. Tyndale. The Normal School of Winona, Minnesota will give a pageant; the dates of these have not yet been received.

Further information in regard to these pageants, and tickets, may be secured by writing to the Pageant Committee of each town.

BOOK REVIEW

*NEIGHBORHOOD ENTERTAINMENTS**

REVIEWED BY CLARENCE ARTHUR PERRY

The purpose of this book, as well as that of the other eight volumes in the series, is to "show how country life may be made richer in interest, broader in its activities and its outlook, and sweeter to the taste." To that end it describes the workings of village improvement associations, local historical societies, natural history and agricultural clubs, and the various other organizations of adults, children and young people which may serve the social and intellectual interests of rural communities.

The way of organizing these societies, the pitfalls to be avoided, the composition of programs and the results which may be achieved are all treated in a concrete and practical manner. As examples, the activities of many successful organizations are graphically described.

The author tells how to strengthen the influence of the church, make a social center of the school and develop a library out of a vacant room and a handful of books. There are chapters on the rules for "Conducting a Club," the "Art of Entertaining,"

* "Neighborhood Entertainments," by Renée B. Stern. The Young Farmer's Practical Library Series, edited by Ernest Ingersoll. Sturgis & Walton Company, New York, 1910. 297 pp. Price, 75 cents net.

CAMP FIRE GIRLS

and "Amateur Theatricals," besides several on the "Special Celebrations" which are appropriate for New Year's eve, Saint Valentine's day, the national holidays, Easter, Arbor day and other well-known festivals. At the end of each section a full list of helpful books is given, together with their prices, addresses of publishers, etc. There is an index and several pleasing illustrations from photographs.

The volume will be found eminently useful by anyone who is endeavoring to make village and country life more attractive.

CAMP FIRE GIRLS

A number of those interested in recreation work for girls have drawn up a bulletin of suggested activities, which they hope will be tried in various girls' camps and on playgrounds during the coming summer. Later in the fall a meeting will be held at which reports will be made as to the success of the program suggested, so that material may be gathered for a permanent handbook.

The interest in the Boy Scout movement all over the country has led many to consider what activities would take the same place in the girl's life, as the Boy Scout program does in the lives of many of our boys.

The secretary of the temporary organization is Mrs. Charles J. Farnsworth, who may be addressed in care of the Horace Mann School, New York City.



WE WANT BOYS

To send us 15c and receive in return a copy of our new book called, "The Boy Gardeners." It tells all about our work and how we make money out

of what we raise. We wrote the book ourselves. It has 45 pages and 35 pictures in colors. We are 10 to 15 years of age. It will tell any boy how he can get other boys together and have a Company like ours.

Send money to

THE BOYS' GARDEN COMPANY,
South Park, Dayton, Ohio



Delegates to the Fifth Annual Meeting of the Playground and Recreation Association of America at Play



VOLLEY BALL



PLAYGROUND BALL

The President of the Playground and Recreation Association of America Sprinting from Second to Third Base

PLAY AS AN ANTIDOTE TO CIVILIZATION*

JOSEPH LEE

Boston, Mass

President Playground and Recreation Association of America

There was a boy on a playground with which I had a good deal to do who used to run out along the beam at the top of our apparatus, sixteen feet above the ground, to catch another boy when they were playing tag. He also would dive over more chairs on to a mat than any of the rest. After a while he went to work and ceased coming to the playground. A few months afterwards I heard that he had been arrested for stealing from the church in which he was employed. I was interested to know why he did it. Undoubtedly one reason was deficient moral stamina. But the question of motive was also interesting. An illuminating circumstance was the fact that he sold the property for ten dollars, although it was worth about two hundred. It was evidently not in any advanced sense a business transaction. The indications were that the stealing was in its essence a substitute for running along a four inch beam sixteen feet above the ground, and for diving over five chairs on to a mat. The common element in the exploits in which the boy had hitherto distinguished himself was the difficulty and danger involved, and perhaps the admiration excited among his contemporaries. So long as he was on the playground he found innocent opportunity for such exploits. When he ceased to attend, he had to find some other method of expression. He was not primarily a thief, but a doer of stunts—a “Big Injun.”

Something difficult and dangerous. That I think is the first requisite in boy life. Whether or not the thing accomplished shall also be lawless is a matter upon which the boy will show a laudable catholicity of taste. He has no special preference for law-breaking merely as such, though doubtless he will recognize such distinct advantages for particular forms of sport as are afforded by good stout men, far gleaming in brass buttons and magnificence, especially appointed to add to the excitement of the game.

As to the precise form of difficulty and danger required, that is a secondary consideration. Certain preferences, nevertheless, are constant and of great significance. In almost all children's games after the age of six there is either the element of hiding

*Address delivered at Fifth Annual Meeting of the Playground and Recreation Association of America, June 11, 1911

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and finding, flight and pursuit, or that of contest. After the age of eleven or thereabouts there is predominant in the most important boys' games the element of team play. From this age on, the boy needs to act not merely as an individual but as the representative, the member, as we truly say—the eye, the hand, the foot—of a larger social whole in which his personality is merged. There are also certain subsidiary instincts visible in the most popular forms of play, namely, striking with a stick and throwing at a mark, which, either separate or in combination, enter into all our great ball games.

There are other play instincts common to boys and girls and all the rest of us, and these we must speak of later on. Those that I have mentioned are among boys the most imperative, or at least the most obvious and characteristic. The sort of life toward which the boy is aimed is evidently a mixture of hunting, of individual rivalry, and of tribal war. The outlines of the capacities through which our ancestors rose above their rivals in the eternal struggle are still stamped in our inheritance—visible enough, even to the specific methods of overcoming the adversary or the hostile tribe and of bringing down the game. Taking all the evidence together, I think the genius of boyhood and adolescence centers somewhere in or near the raid—in some combination of stalking, chasing, absconding, all united in the form of team play against another gang—those other fellows—whom one can also threaten, harry, and despise, with much opportunity for intertribal wit and repartee. I feel as though we could almost remember the days when we and the rest of the crowd used to get up in the gray dawn, steal down to our trusty ship lying in the creek—the wik from which the name of viking comes—leaving our elders asleep in the quiet village; hoist the dragon flag, and steer across to the other shore, there to surprise and rout our enemies, to smash and pillage to our hearts' content; and then to sail home in the evening, exchanging brilliant sallies with such of the inhabitants as ventured back to the beach to yell and shake their fists at us.

Somewhere there or thereabouts is the center and aim of life as the boy feels it, of life as it wells up in him from the unknown and eternal source.

What sort of life are we providing for him, especially for the boy who has to go to work at fourteen years old or thereabouts

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under the conditions of our modern industry? Shut up in a store or factory; sorting ribbons, adding up figures, mechanically tending a machine; repeating the same movement for hours, weeks, years; subject to the uninspiring security of a wholly ordered routine; his morning hours passed under conditions such as these—what opportunity is given the boy to develop the power and genius that nature placed in him?

Man is an outdoor animal. His heart and lungs and nervous system were made for great and sudden exertion, pursuit, flight, and contest, alternating with repose. These organs waste away, become diseased, under the uncongenial uses we provide for them. But the physical mal-adjustment between man and modern industry is the least important. The young man's soul is set to a very different pace than that of this life of a tame canary. It will never spring into being in the slave of modern factory conditions. Every power of man as of any other organism, every reaction that is given him to exhibit, down to the deepest in him, is relative to some destined end. Every voice in his soul responds to some other voice, as King Richard lying in his cell recognized the music of his faithful minstrel. It cannot answer to any other call. We are not strong for all purposes. We do not even exist to all ends. We are strong, we are here at all, only as we encounter the occasion to which our powers relate. Life is not a product of the soul alone but of the soul in contact with its world. It is in the meeting of two poles fully charged. What shall call forth the life in a man is not given to any man, nor to all of us together, to decide. That question has been settled by whatever power selected the human qualities and their counterparts.

The young man may have it in him to love like Abelard, but he will die passionless if the maiden never appears. He may have the potential patriotism of a Mazzini, but if he is a man without a country the light will never shine. The soldier for war, the mother to her child, the heart of a man to the heart of a maid:—that is life and ever will be—take it or leave it, as we may elect. Man is a process, a reaction, a combining of related elements. He does not occur save as the combination that was prearranged takes place.

Life it is true can be greatly modified in form. Man especially is protean in his nature, and the moral possibilities in him are

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hard to kill. But the elemental relations must somehow be preserved in which his possibilities reside. To the eagle the best appointed cage will not replace the free heavens, nor will the warrior soul be born of office drudgery.

Scope of some sort the great dominating instincts in the life of boys and young men must somehow have if these interesting elements in our population are to exist at all. There must be some development of that central core in which their vital force and potentiality is mainly lodged. That is the first point in the case of the boy vs. civilization—that cause célèbre that has been on trial now these few thousand years, since new fangled notions first appeared to contest the boy's right to be a boy.

The second point is that to the boy himself it does not seem as though he ought to apologize for being here or for being what he is. To him his scale of moral values seems the only possible one—at least it is the actual one, the scale that is morally obligatory on him, whatever his mother and the Sunday School may say about it.

The question of what repression we shall impose and he submit to, like every other practical question, is in the end a moral one. It is the boy's moral nature as well as his instincts—or his moral nature as determined by his instincts—that we are up against when we propose to him to postpone his real life until some more convenient time and meanwhile to settle softly into the mould that we have made for him.

It is once for all conscience and not cussedness that drives a boy into fights and contests, into difficulties and dangers of all sorts, and that so often brings him into conflict with our laws. It is the best thing in him that makes him revolt against a too civilized and peaceful life. The tasks he sets himself are not easy tasks; their difficulty is an essential element in their attraction. Almost any one could spell, or do arithmetic, if he were to really try. But to hold down the job of pitcher on the school team he has got to really be somebody. So also—where there is no team because no playground—of the boy who can steal on Casey's beat and get away with it.

The boy may be a coward in his heart, but his instinct of the necessity of being otherwise will make him seek the gang with its inexorable standard and submit to its requirements. It is partly

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because its standard is inexorable and so much higher than any discoverable among adults that it holds dominion over him. It is the call of the eternal hero in the youth that compels him to leave soft and easy ways, and such as are of good repute among his maiden aunts, and venture on the exploits for which we blame him. Sir Launcelot rides forth every day upon our city streets, and next morning the judge says: "Twenty days." It is the boy's determination to overcome—to utterly ignore, rout, and insult—the coward in himself that, when opportunity for hard games is lacking, drives him to law-breaking. It is the voice of nature coming from as deep down in him as you can get—issuing from all that conscience, personality, truth can mean for him—the voice of the eternal as it crops out in his individual soul, that bids him do these things.

It is up to us, utterly our responsibility, to see what issue this best in him shall have. To him the difference between play and law-breaking is not yet fully clear. The necessity of doing something that shall be difficult and daring is still the paramount moral fact. It is for us to see that the road that leads by the playground, not that to the penitentiary, shall be the one left open.

The form in which these instincts of fighting and hunting and belonging state themselves to the boy, and assume moral control of him, is that of ideals. The same is true of all the root instincts—of rhythm, creation, nurture, curiosity,—of the great achieving instincts which together constitute the human being as an active force. It is true of all the instincts except the physical hungers, the constitution of which latter is, like the action of the reflexes, too simple to admit of idealization. The compelling power is in the image which rises before the boy of what the instinct calls on him to do. As he looks at the sand pile there arises the picture of the cakes that might be moulded, of the palace that might be reared. The sight of a contemporary calls up in his mind possibilities of chasing, wrestling, social combination, which compel experiment. What might not be done with sand—with a boy—like that. The actual achievement will not equal that which he foresaw either then or at any other time. Advance as we may, the image that draws us on will always be ahead. And necessarily so because the image is cast on the road before us by the light of our great constituent instincts shining through us from behind, and becomes both more

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definite and more elaborate by each faithful attempt at concrete embodiment.

The greater, achieving instincts are the source of all human ideals, of all the visions of beauty and perfection that lead us on. Instinct is the word we use in accounting for them and describing them from the outside. It is as ideals that we know them in ourselves. Diana, Mars, Apollo and the Muses, are but impersonations of the hunting, fighting, rhythmic instincts. They are in truth the living deities, the constituent elements of the divine in every man.

It is in these main instincts also that human genius is contained. They constitute the original and creative force in every man, of the same general outline in all but springing independently in each. Their fulfillment is the utterance of the genius of man as it is given to each individual to speak for it.

In the case of the growing child these achieving instincts do not merely constitute his present life, as in the case of all of us, but they also conduct the process of his growth. As Herr Groos has taught us, they are sent on before to mould the unformed infant in their image. They are the directing principle in the process by which he becomes a man. The child who is not given a chance to play is denied not only the opportunity to live at the moment but ever to become fully human and alive.

And there is a timeliness in play as in all phenomena of growth. With the child, as with a plant, there is a time for the leaf, a time for the flowers and a time for the fruit. Potential faculties and virtues appear, each in its turn, to be taken up and woven into life by exercise. James tells us in his psychology that the chicken will follow a hen or any other moving creature only during the first few days of life. If the habit is not acquired then, it never will be; the instinct lapses. So if a boy does not become a soldier when he is a boy, the soldier virtues will never reach in him their full development. The boy could not tell you so in words, but he feels instinctively that to him the present period is momentous, that with him it is now or never. If he does not now come out with a deed that shall be all his own, does not presently engage in exploits involving danger and difficulty, the chance will not recur.

And the boy is not without a cloud of witnesses. The vast majority of mankind thus far are on his side. The famous Persian curriculum was to ride and shoot and speak the truth. The Spartan

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system of education was almost identical with that of the toughest kind of gang, even down to stealing as an essential feature. The English boarding school, if one may judge by the stories illustrative of it, clearly regards law-breaking as an essential part of education. The rules evidently are made not to be kept but to be broken. They are part of a game played between the boys and the masters. If a boy breaks a rule without detection, that counts one for him. If he is caught, that counts for the master, and is duly scored on the boy's skin by way of tally. It is clear that if the boys did not break existing rules, others would be made that they could be counted on to break, so that the game might still go on.

The revolt of the gang against a life too suddenly civilized is nothing new or whimsical. It is the eternal protest of the manly mind against a way of life not suited to a man. The young savage scorns all civilized pursuits as women's work. So does the male of the barbaric age. From Nimrod to Roosevelt, war and hunting, the instinctive occupations of the gang, are those most natural to the kings of men. A free citizen of Greece may engage in war or politics, but even the fine arts too anxiously pursued are held rather fit for slaves. The same is true of the upper ranks of European society to-day. In all aristocracies war and politics—the external and internal expressions of the gang—are the only pursuits not held derogatory, while the only entirely respectable title to property is that which can be traced back to some form of violence. England was enabled to abolish duelling only by the social rise of fisticuffs—at least that seems a fair interpretation of the fact that the heroic age of the prize ring, the period "when gentlemen were prize fighters and prize fighters were gentlemen," was that which saw the decay of the code duello. So it is now among those races in which temperament still rises superior to education. And the point is, in all these cases, that the objection to civilized pursuits is ethical. It is not hard work, but moral degradation that is feared. Menial occupations are held by the Greek philosophers inconsistent with the cultivation of virtue, just as in European society to-day they are not considered the occupations of a gentleman.

These are not the ethics of snobbishness. The snob takes aristocracy as he finds it: the vulgarity is in his attitude toward it, not in the thing itself. The young man's protest against our civilized pursuits is that of eternal youth against the fallacy that

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the world is old. It is the protest of the soul of man, perpetually renewed, against the notion that social laws are fixed, masters of life, and not its servants.

It is not merely the young man, but civilization, that is on trial. Civilization must make out a case. The Indian who finds himself at the parting of the ways—foresees that if he says, “Yes, now there is no stopping place between the free life of the plains and becoming the drudge of our shops and factories”—is not so wholly wrong when he chooses rather to die an Indian than submit. It is my own soul and genius that it is my business to fulfil. It is the only soul I have. If society does not offer what is life to me, is it not my duty to rebel? Civilization must show the young man a way of life to which he can without degradation submit, or it cannot rightly even hope for his submission.

We have here in this mal-adjustment between the native ideals of the boy, and the industrial situation as he finds it, the elements of a tragedy of that classic and inevitable kind which consists not in the defeat of a particular scheme of life, but in a conflict of ideals which renders all schemes of life alike impossible. And often under our social arrangements as they now exist this potential tragedy is realized.

It is not only the boy’s life we are sacrificing to our industrial civilization. It is our own. If we could produce a generation of boys who would fit without mutilation into the straightjacket of modern life, we should find that we ourselves, that our own lives, were maimed and disappointed in the result. When the cities of Italy gave up doing their fighting for themselves and hired substitutes, the virtue departed from their citizens; and liberty soon followed. We do not really want to bring up boys who will not fight, at least none of us want them to be afraid to do so. We do not want to be without the fighting faculty ourselves. It is not merely a matter of what other times and peoples have felt: we are still in the age of chivalry and agree with the boy in our hearts.

No other occupation has yet supplanted that of the soldier in our esteem. We shall never learn to speak of the “banker of the Lord.” Walt Whitman once chose a hatter for his hero. It was a brave attempt, but not successful. Hatters may, obviously, be as heroic as any one, but our instincts do not recognize the heroic in them as an expression of their calling. The calling itself is not

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inevitable as an embodiment of human genius. The soldier will always stand as an heroic figure to mankind because he stands for an instinct. We are ourselves inevitably soldiers, good or bad, because we are made that way. Life would be as flat without the fighting instinct as without the element of sex, of which it is a secondary result. Whatever may be said of war (and not much can be said *for* it in its modern form), we cannot give up the cultivation of the soldier virtues in our boys because we cannot live without them in ourselves.

I have dwelt thus long upon the break between the boy's life as nature gave it and our industrial system because in his case the dislocation is obvious and because it has an especially direct bearing on the playground question in its narrower sense.

But the case of the boy is not peculiar. The same dislocation exists to a great degree for all the rest of us. We are all of us left, as the boy is, with our spiritual needs unsatisfied, our ideals not merely unfulfilled but, what is far worse, unpursued.

Man finds himself a stranger in the modern world. It is no longer the world for which nature designed him, to which his constituent impulses relate.

Specialization is a chief means of our industrial civilization. And specialization may be also a means of spiritual success where it enables a man to carry an art to the point of mastery. Even in such a case, however, there is need of supplementary activity. No man is quite all singer, sculptor, scientist. Some overflow is necessary even in the case of these. There is some observance still due to that part of the bounteous human nature in them that even their art could not convey.

But specialization as we see it in our modern industry is not upon an art nor according to the laws of art. It is not even specialization upon a service, upon a whole achievement of any sort. It is specialization within the task, carried often to so extreme a point, leaving to each worker so minute a contribution to the result, that nothing of significance is left. It is like the division of a fabric into pieces so small that neither form nor color is visible.

Man the hunter, the nurturer, the creator, finds himself set down for the best hours of his day during all the working years of life, to tasks so dessicated of all meaning, so barren of power to

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convey the expression of a human soul, that the soul is well nigh starved out of him. That store of vital energy which should have gone to fighting him out a way of utterance has run to spiritual waste and left him dumb, imprisoned.

This is the tragedy of civilization—that the end of all our labor and our sacrifice has been, for so many men and women, the defeat of that inner life which it was our whole object to preserve.

There has always been a tradition of a Golden Age forfeited by too much knowledge, with the result that man must earn his bread by drudgery. Civilization has consisted largely of the substitution of new ways of making a living for more ancient ones which, though less efficient to that end, had the virtue that they also expressed a life. In nature's own industrial system the hungers and the active instincts pulled in the same direction. It was by fulfilling his nature as it was given him, that man procured and safeguarded the physical means of life. Civilization by the invention of short cuts in the production of such means has left the great achieving instincts unfulfilled. Hunting is succeeded by cattle raising. Then Cain the agriculturist slays Abel the herdsman, and the remove from nature has advanced another stage. Now Cain has in turn succumbed to Arkwright. Mankind has become a city dweller in a world no longer recognizable as that to which his inherited instincts still relate.

Human nature is still pointing where it always has, but civilization has side-stepped, leaving some of the main strands of our nature hanging loose, some of our constituting instincts unfulfilled.

The inevitable retribution for the banishment of nature from our lives is shown in many ways. Like the people of Ancient Thebes, we are driven mad by the great god Bacchus,—the god of native impulse as it springs up in the heart,—because we have cast him into prison. Our half hypnotic interest in prize fights, the zealous care with which gray headed men will pore over the latest imaginary details about how Mr. Johnson trains or what Mr. Jeffries now thinks as to the probable result is one pathetic symptom of our madness. Another is in the hysteria of our big football games, in which strong men weep over a game which they have never played and very imperfectly understand. It is seen in our mania over professional baseball,—in all our vicarious sport. The

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bleachers shriek out advice and comment based often on a first hand experience that would not win a place on the fourth team of a girl's grammar school. We have a homesick sort of feeling that somewhere thereabouts is something we had forgotten, like a half remembered song reminiscent of a happier life. We turn to these crude expressions of that which in us remains unexpressed with a sort of pathetic desire to get back home.

The same tendency is seen in the grotesque expenditures of our millionaires—in the futile steam yacht, for instance. The skipper will let him steer if it is smooth and there are no obstacles in sight. He can hold the reins behind papa for a little while. It is seen in the agonized palaces—"the pastry cook's nightmare in stone and stucco," and the like, that adorn our cities. It is seen in the paying of several large fortunes for some celebrated picture—millions for a few examples of some one else's play. Our homesick groping after a life which we somehow feel is there if we could only find our way back to it is seen in these and other helpless monuments to the unknown god—in our whole frenzied attempt to buy sport and art, to purchase some expression by others of those native impulses which we have neglected in ourselves.

Our neglect of the great god Bacchus has made of us, the most idealistic people in the world, a race of money-makers. We have got so wedded to the providing of means, we have allowed such adhesions to form between us and purely utilitarian aims, that our idealism is starved for lack of food. There is no longer any road leading from our aspirations to concrete expression of them. Always the ideal is the interpretation of a human instinct, and where instinct is left out of life the ideal cannot survive.

Such is, I believe, the disease of civilization—the banishment of ideals through the perfecting of means which could be valuable only in service of them—the cultivation of utilities at the expense of ultimates.

The remedy is not in a return to barbarism. Hunting to some extent we can and do preserve by the means of game laws. But we cannot emulate William the Conqueror in laying waste towns and villages for the sake of deer, though we are approaching somewhat to that condition now in Massachusetts. When Charles Lamb could

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ask a man whom he saw carrying a hare from the direction of his own country place: "Is that your own hare or a wig?" the end of the fully convinced stage of game preservation, even in England, was already in sight.

War also is no longer a profitable expedient for the exercise of the warlike impulse. Besides its incidental disadvantages it has lost almost all the merit which it once possessed as an expression of the native fighting instinct. To crouch behind a bank and be stung by a bullet sent by some one whom you never saw and could not identify is very little different from any other method of contracting a disease. There is little more pugilism in it than in catching cold. If we would preserve fighting in any sense that corresponds at all to human instinct, it is obvious that we must abolish war.

The same is true of duelling. That also has succumbed to the bias of civilization toward efficiency. The rapier was in that case the labor saving device that wrought the injury. After that invention you had hardly begun to fight, unless the contestants were both very expert, before your adversary was dead—or else you were, which was almost equally inconvenient. Then came the pistol, which abolished the element of physical contact altogether and paved the way for drawing lots to see which should swallow the deadly pill and which the harmless one, so that fighting could be carried on by mail.

But if hunting cannot be preserved upon a great scale and if war and duelling are spoiled as expressions of the fighting instinct, what can we find to take the place of them?

It may be feasible to some extent to adopt William James's suggestion of putting every young man through a course of the dangerous trades, such as fishing on the Grand Banks, putting up steel frame buildings, serving as firemen or on the police.

Many young men have taken a post graduate course as engineers or cow boys or district schoolmasters with some such idea in mind.

A further remedy—the most complete if it could be carried far enough and restoring expression not only of the fighting but of other instincts—is in making industry in general once more expressive of the human spirit. By trade schools we can render existing processes more significant for the worker. By preserving the element of competition we shall afford scope for the spirit of contest and for

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the desire of every man to carve out his own life and not have it arranged for him by someone else. The best thing we can do, I think, is to introduce into each industry the element of co-operation, or team play, as fast as people can be trained for it. When each worker in the factory feels that the trade-mark of the concern is his flag, that wherever the goods are sold his character and personality are present in them, we shall begin to get back, through the team sense, that satisfaction of the creative instinct which we have lost as individuals.

Such satisfaction of human genius in work rather than in what is usually recognized as play is the fullest satisfaction and the best. And the reason is that work is the best and fullest form of play. For what we mean by work is that which fulfills the great social or team instinct in its demand that we make good. Work usually means making a living because that is, in an industrial civilization like ours, the usual way of doing your part as a competent member in the social body. But it does not necessarily take that form. The wife and the mother are considered workers, and the child in his sphere makes good if he fulfills his part. So of the artist or scientist whose discovery or other work of genius does not pay, at least during his life-time. The point is not in making money but in making good, in holding down the part assigned to you in the economy of the social whole to which you may belong, as the boy in the school team holds down third base. It is only as he thrills and vibrates to the structure of the whole, as the life of the social organism flows through him and compels him to his function and his place, that the full life of the individual comes forth. We are inveterately members. The game never reaches the deepest spot unless it is a team game, and life is never quite the real thing except as the man plays his part as a member of the social whole.

And in making a good game, whether it be the game of life or any other, the elements of satisfaction must be not merely added but multiplied together. It is not the same thing to first play pitch and toss by yourself and then go out and belong to a sewing circle. Your pitch and toss must be multiplied by your belonging, as in baseball, and so the occupation in which you find expression of the creative or other instincts must be that through which you make good as a citizen, your work and not your avocation, in

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order that life may reach its highest mark. That is why competition in the professions is so severe because what we mean by a profession is a gainful occupation expressive of human instinct, a form of work which is also play in other ways besides that of making good, and which through its combination of the team and other instincts, is the best form of play there is.

Mainly, however, so far as the hunting and fighting instincts are concerned, we shall have to rely on play, on the doing of stunts that are selected for just the quality desired, namely, because they are dangerous, and on the great games that owe their survival to the accuracy with which they interpret these instincts.

Human invention has in the matter of war at least almost equaled nature. Reality, it is true, is after a certain age a condition of the full appeal to an instinctive power; the lion cannot be roused except by the call of real battle or to pursue the quarry actually afoot. But in all other respects, in the intimacy with which it follows the form and spirit of the fighting instinct, with which it fits the outline of surviving Man in this respect, play is probably superior to actual war. In war also there must always have been so much waiting and weary marching, so much starvation and disease—to say nothing of such tedious interruptions as wounds or getting killed—as to render it at best a very inconvenient form of sport.

Head-hunting is reported by Dean Worcester, our commissioner, to be carried on largely as a game among our fellow subjects of the Philippines. But he also reports that it is yielding to the superior appeal of American athletic sports.

Here we have to our hand the means of healing, in an important particular at least, the breach which civilization has made between our lives as they exist in us and the practical means of living them.

The question of fighting is somewhat different from that of war. There you can get the actual thing in a primitive form, and without great cost or inconvenience, if you so desire. The age at which the impulse appears is that of the "Big Injun," beginning in many cases as young as six. This is the time at which the tide can be taken and the power acquired; and it is an age at which not much damage will be done. In England it is generally supposed that actual fighting is a necessary part of education. The same opinion appears to be held in our military schools. Much

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of the potential fighting power and spirit can be made actual in games of contest. These, at least, are a necessary provision to that end and, therefore, a necessary part of boys' education. This has been better said by George E. Johnson in the *American Physical Education Review*, May, 1911.

Intellectual contests and purely peaceful victories can fulfill this purpose later on. Such instincts in the grown man have worked in very deep and are capable of a great variety of issue. But all such powers take their first growth in their primitive and instinctive form. The creative impulse gets its start in making mud pies. Rhythm takes hold first of the arms and legs. The first rattle is a real one that you can physically grasp and shake. Later you will perhaps make poems and write sonatas, grasp sceptres and railroad systems and ideas. Dare to do right is good, and it will come to that at last if your education succeeds. But at the outset it is safer to dare to tackle Billy Jones. The first form of contest is the physical one, the essential fighting quality is best developed in children's instinctive play.

So we must have playgrounds and knowledge of the great games. And we must have leisure. We must have shorter hours, and personally I believe we must have such relaxation of our Sunday laws as will permit our living on that day the life which is otherwise denied us,—the life that belongs to us and which on the other six days we find it impossible to live.

And finally, civilization has shown its ability to give us back in art, that is to say in sublimated forms of play, even more than it has taken from us in industry as an expression of human instinct and ideals.

I once knew a Swedish sailor on a friend's yacht. He was a broken-hearted man who had once owned a little schooner of his own and lost her. Every night when his work was over, he used to go up on the deck and play his native Swedish airs and other music on a little pipe. I think that nineteen cent pipe was all that kept that man alive. That is what I mean by art. We can get the same thing in many ways if we will only make it our business to do so. Music, theatricals, painting and drawing, dances especially, are resources that we hardly use.

We Anglo-Saxons are the most incompetent of all the

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peoples of the world in these respects. Booker Washington has just reported that he has seen in London a degradation much lower than that which the negro in this country ever shows, because the negro never wholly loses hope for the future nor a sense of the joy of living. You cannot degrade an Italian below the love of beauty. However poor, he has always an æsthetic life. The cab man who drives you round in Italy not only shows you the conventional sights but will point to the sunset, feeling sure that you as a man and brother will sympathize with his enjoyment of it. The Irishman has always a social life, and where he is not too much oppressed by American example, will preserve the art of dancing and of song. Even fighting is with him a social function.

All the other races live a little as they go along. We are forever postponing our life in our devotion to the means of living. With us it is always jam yesterday and jam to-morrow, but never jam to-day. When we cannot acquire property on earth, we devote ourselves to laying up treasure in heaven. But even if successful in this respect, we shall never know how to use the treasure when we get there, but will begin accumulating for some still more remote occasion.

The compensation for abolishing war is in the cultivation of the arts, not merely the conveniences, of peace. As Madame De Stael said: "War spoils conversation," and that is a severe indictment against any institution. But to abolish war and put nothing interesting in its place is a change of doubtful value. "You persuade Farmer Giles to empty his rum barrel in the brook, but when, next morning he awakens cold and uninspired what substitute have you to offer him?"

We must not merely allow time and room and supply conveniences for, but must carefully cultivate music, art, literature and science. No child should be allowed to leave school until he can dance well, play some one game well, cares for some one science enough to carry it further in his leisure moments, and has a beginning of some effective expression in art, whether in music or painting or literature, if it is only ability to sketch, read aloud, or play the Jew's harp.

The civilizations that have greatly served mankind, have been those that were founded on the human instincts. Chivalry

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was of service, and largely rules us even to this day, because it was an expression of the ideals of love and fighting. Athens, like all advanced civilizations, abolished private war but gave to her citizens, in its place, a fuller expression of almost every other great instinct than the world has elsewhere seen. In her painting, sculpture, architecture, music, poetry, dancing, the dramatic art, in science and philosophy,—the instincts of creation, rhythm, and curiosity found probably the highest expression they have thus far reached. The intensity of her politics, and the scope of subjects dealt with by the great town meeting—from foreign policy to running a silver mine, from building a fleet to trying Socrates—gave to the belonging or team instinct the fullest scope it has anywhere received.

Nearly the same thing was true of the Italian cities of the Renaissance.

Rome was great as embodying the first appreciation of the possible extension of the ideal of membership. The stroke of genius through which she surpassed all previous conquerors and became not like them a mere tax-gathering organization, but a true empire of mankind, was through her extension to all her peoples of the privilege of belonging to the team. "I am a Roman citizen" meant what no words had ever meant in the world before her day.

The people of Israel stood pre-eminently for that subordination to the ideal which is the distinctive claim of all the great constituent human instincts. If Mars was the god of war, Apollo of music and the arts and Minerva of the sciences, Jehovah was the god of subordination to the higher law and especially to the law of national unity and life.

The remedy for the ills of civilization is to turn back from utilities to ultimates, from means to ends. When we shall recognize and receive the great god Bacchus and not deny him he will no longer drive us mad but will liberate in us the life and genius which is now unused.

TENDENCIES AND DEVELOPMENTS IN THE FIELD OF PUBLIC RECREATION

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I. TENDENCIES

1. Comprehensive Plan—Within the past year recreation workers have come to recognize more clearly than heretofore that there are definite standards of efficiency in their field of work; that the recreation program is a part of a larger city plan to which it must be related; that playgrounds, public baths, evening recreation centers, the regulation of street play, the regulation of motion picture theatres and of public dance halls, the celebration of national holidays like the Fourth of July, the arrangements for civic pageants,—are all parts of one unified recreation program in any city where recreation work is organized on the most efficient basis.

City planners now recognize that provision for the recreation of the citizens is as fundamental in the modern city as provision for any other basic human need. Chambers of commerce more and more realize that the existence of a comprehensive recreation plan is one of the best advertisements of a city and adds to real estate values.

2. Recreation Commissions—That a comprehensive recreation plan may be secured cities are appointing public spirited citizens, and representatives of school boards, park boards, police boards, to serve on recreation commissions. New York and Boston are at the present time considering the establishment of recreation commissions. In many cities playground commissions are practically recreation commissions.

In St. Louis plans have been considered for the reorganization of the present recreation commission—giving to that commission advisory powers in regard to public recreation now in charge of the board of education, the public library board, the police board and the park department, also supervisory powers over commercial recreation, motion picture theatres, other theatres, dance halls, pool rooms, steamboat excursions, also

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supervisory powers over celebrations of national, state and municipal holidays. The commission is to be made up as follows:

Mayor—chairman *ex-officio*.

Member of board of education selected by board.

Member of library board selected by board of park commissioners.

Chairman of committee on commercial recreation appointed by mayor.

The members should serve without pay, be citizens and residents, and serve four years.

The reason for recreation commissions is the same as the reason for having a comprehensive plan—efficiency. The establishment of a recreation commission does not always mean that all the recreation work of the city is to be given to this commission. It may be wiser for a time for some other boards to continue the administration of the play centers they now have. It does mean, however, that the extension of the recreation centers will be along some unified plan and not in a haphazard manner.

3. Recreation Secretary—As the education of the children of a city requires the full time of an able education secretary, who is called superintendent of schools, so cities are recognizing that the development of a comprehensive recreation program giving to all the citizens of the municipality, old and young, the opportunity to spend their leisure hours under wholesome surroundings demands the full time of a recreation secretary. It is recognized that the recreation secretary should be a trained social worker, a good administrator and executive, and should understand municipal problems. He should have the same capacity for leadership which is expected of a superintendent of schools. He should have a practical as well as a theoretical knowledge of play problems. His salary ought to be the same as the superintendent of schools. It has been suggested that the secretary of the Boston Recreation Commission should be given a salary of \$5,000 to \$6,000 a year.

4. Work Throughout Year—The following cities have recognized that recreation leadership is just as necessary in

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winter as in summer, if not more necessary; that you cannot maintain recreation work on an efficient basis and employ different workers each summer; that good play leaders cannot be secured and kept year after year without giving them employment by the year:

Number Employed

CALIFORNIA

Fresno	1
Los Angeles	18
Oakland	7
Pasadena	1
San Diego	1
San Francisco	4
San Jose	1

COLORADO

Denver	5
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DISTRICT OF COLUMBIA

Washington	35
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ILLINOIS

Chicago	71
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MARYLAND

Baltimore	8
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MASSACHUSETTS

Newton	1
Springfield	1

MINNESOTA

Minneapolis	3
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MISSOURI

Kansas City	5
St. Louis	2

NEBRASKA

Lincoln	2
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NEW JERSEY

Newark	20
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NEW YORK.	
Buffalo	9
Corning	1
New York City	356
Rochester	32
OHIO	
Cleveland	I
PENNSYLVANIA	
Allegheny	11
Philadelphia	8
Pittsburgh	28
SOUTH CAROLINA	
Charleston	I
TEXAS	
Dallas	2
WASHINGTON	
Seattle	I
Tacoma	2
WISCONSIN	
Madison	4
CANADA	
Winnipeg	I

It is now generally recognized that the cities which have secured a permanent recreation worker have attacked the recreation problem in a fundamental and truly economical way.

The board of directors of the Playground Association of America voted that in the field work of the Association emphasis should be placed on securing a play director for the entire year. In some small communities a school teacher has year after year given much time to the recreation problem thus keeping a continuity in the work. Thirty-two cities last year employed 643 workers throughout the year.

5. Outdoor Evening Recreation Centers for Summer Months—Experience in many cities has shown that young men and young women working in factories during the day will use the playgrounds during the summer evenings, provided the play-

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grounds are well-lighted and a good leader is in charge. The older people like to come to watch the young people play. In Youngstown, Ohio, the attendance during the evening was more than one-fourth larger than at any time during the day.

In Newark and Cleveland motion pictures have been shown on some of the playgrounds without charge for admission. Families come together and stand for hours watching the pictures and enjoying the opportunity of being in a great out-of-door gathering with their neighbors. These evening play centers do much to develop neighborhood consciousness.

6. Use of School Buildings for Recreation Centers—Thirty-one cities reported that their school houses were used as recreation centers. Twenty-seven of these reported 201 such centers. The United States Commissioner of Education, Doctor Elmer Ellsworth Brown, a year ago at the Rochester Play Congress, enthusiastically advocated such school recreation centers. A special conference on this question was held at Dallas, Texas. Everywhere the field secretaries of our Association have found the utmost interest in this question, no one arguing against the value of such centers. The only question is how to arrange for these substitutes for the undesirable forms of recreation. A large number of letters sent out to school superintendents asking their opinion regarding these centers brought no unfavorable replies.

The evening indoor recreation centers in the winter, combined with the outdoor recreation centers in the spring, summer and fall, give an opportunity for continuous recreation work throughout the year and enable cities to secure abler workers.

7. Larger Social Return from Public Parks—The question is now generally being raised whether in the past we have not, in emphasizing securing and beautifying our large public parks, neglected to consider how much use was being made of the parks by those for whom they were secured, and whether recreation secretaries could not aid the park authorities in bringing to the attention of the people the recreational opportunities of the parks. It is believed that the application of the same thought to the wider use of the park that has been given to the wider use of libraries will result in a similar increase in the returns to the community. It is just as great a service to double the amount of

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human happiness secured through a given park area as it is to double the area of the park.

8. Recreation Surveys—Kansas City, Missouri and St. Paul, Minnesota, will soon conduct recreation surveys. A recreation survey of all the cities of Maine is being considered. Buffalo has already conducted a survey. In drawing up comprehensive plans for future development of recreation opportunities it is important to know just how much existing resources are being used, what resources are not now utilized in any way. There is a general feeling that these recreation surveys can best be conducted by a special recreation expert called in for that particular task who is familiar with conditions in other cities, knows what tests to apply, and how to obtain the information desired.

9. Community Co-operation—In the early days of the recreation movement a children's playground was established by a woman's club, by the local chapter of the Daughters of the American Revolution, by the Young Men's Christian Association, occasionally by a chamber of commerce. Now whenever any one of these organizations becomes interested it is more likely to arrange for a co-operative committee or association representing all the different strong local organizations so that there can be no doubt that the movement is truly representative of the entire community. The drawing up of the plans and their execution are recognized to concern the entire community.

10. Municipalization of Neighborhood Recreation Work—More and more the same standards of social work which have been maintained by settlements are being taken up by municipal recreation centers. More and more the young men and the young women who formerly went into settlement work are entering upon the perfectly democratic municipal recreation center work.

II. DEVELOPMENTS

1. Financial—During the year Chicago voted affirmatively on the \$1,000,000 bond issue for recreation proposed by the West Chicago Park Commission. In Cincinnati the total vote on the bond issue of \$1,000,000 for recreation was 61,795—46,075 in favor of the bond issue to 15,720 in opposition. Grand Rapids,

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Michigan, declared in favor of a \$200,000 bond issue for parks and playgrounds by a vote of 7,591 for the bond issue to 5,227 opposed. The \$2,500,000 appropriation for the Harriman Park in New York State, authorized by vote of the people, will help materially in solving the problem of recreation for New York City.

Many cities are now considering large bond issues for recreation. In Dallas, Texas, there is a movement on foot for a bond issue of \$500,000. In city after city it has been found that in order to carry bond issues for parks emphasis must be placed on playground features and playground plans.

One hundred and eighty-four cities alone, from which the figures are available, spent last year \$3,025,779.23 on playground work.

2. Playgrounds Donated—F. F. Collins, San Antonio, Texas, has donated a public playground two hundred feet wide and one mile long bordered on each side with two rows of shade trees. The value of the land is \$25,000; the improvements will cost \$50,000. There is to be a swimming pool and also two bath houses. This playground will be for all the people. Mr. Collins wishes to leave this recreation place as beautiful as it is possible to make it. He prefers this play center as his monument to the greatest pile of stone that sculptural art could design.

Freeman B. Shedd has offered Lowell, Massachusetts, a fifty acre playground, valued at \$50,000. The only restriction is that the city shall within a reasonable time begin its improvement along lines suggested by the donor. The gift comes after long study on the part of Mr. Shedd who wishes to leave behind him a monument which shall benefit every man, woman and child in Lowell. An open air theatre is planned for one part of the playground. A wading pool, a swimming pool, and a shallow pond for small boats in summer and for skating in winter, two gymnasium buildings, one for men and one for women, tennis courts for both men and women, an athletic field, playground for small children are all included in the comprehensive plans. As one reads of the gift his mind runs back to ancient Athens and then forward to the next generation as he thinks of what such plans as these mean to a community.

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The Philadelphia *Public Ledger*, February 3, 1911, reported that Jacob Disston, treasurer of the Henry I. Disston Saw Works of Tacony, will present a public playground valued at \$20,000 to the city. He has also signified his intention of giving \$10,000 to equip the playground.

PLAYGROUNDS DONATED

Amoskeag Manufacturing Company, Manchester, N. H.
Mr. Larz K. Anderson, Cincinnati, O.
Mrs. Annie Bidwell, Chico, Cal.
Mr. John T. Browning, Moline, Ill.
Col. John J. Carter, Titusville, N. Y.
Mrs. Mary L. Hine, South Bend, Ind.
Mr. and Mrs. Alfred B. Jenkins, West Orange, N. J.
Hon. John Kimball, Concord, N. H.
Drs. Mayo, Rochester, Minn.
Miss Mary B. McCormick, Toronto, Canada.
Owners of the Saxby Addition, Freeport, Ill.
Pressed Steel Car Company, Preston, Pa.
Mrs. Clarence Richards, Columbus, O.
Mr. Emmet Scott, La Porte, Ind.
Father Sullivan of Holy Rosary Church, Thorold, Canada.
Mr. Fillmore Condit, Verona, N. J.

PLAYGROUNDS LOANED

Clark Thread Company, Kearney, N. J.
Mr. John Watts Kearney, Kearney, N. J.

3. **Saner Method of Raising Funds**—Tag days for playgrounds are becoming less common. Fairs and other special devices are being dropped. With the recognition of the fundamental necessity for recreation the people usually provide that the funds shall be raised by taxation. Where this is not possible, the work is being dignified by direct contributions in answer to direct appeals.

4. **Playground Facts**—One year ago 336 cities were providing playgrounds and 195 other cities were conducting playground campaigns. The number of cities now maintaining playgrounds will not be known until November 1, 1911, when a

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complete census is hoped for. Reports have been received from 184 cities indicating that these cities alone maintain 1,244 playgrounds, employ 3,345 men and women exclusive of caretakers. Two hundred and nineteen playgrounds were reported to be open throughout the year. The number of cities reporting special playground activities were as follows: dramatics 26, folk dancing 94, gardening 43, industrial work 76, libraries 52, self-government 40, singing 72, storytelling 114, swimming 69.

Ninety cities have playground associations; twenty-six cities playground commissions.

5. Professors of Play—It is a little startling in the list of professors at the University of Pittsburgh to see "Professor of Play." The University of Wisconsin has again demonstrated its leadership by calling one of the strongest practical playground workers, George W. Ehler, to be head of a department of physical training. Several institutions are now considering more comprehensive plans for the training of recreation workers.

6. Legislation—The following bill was before the legislature of the State of Washington but failed to pass despite the splendid campaign led by Austin E. Griffiths:

"No plat of any tract of land of five acres or more in area situate within or less than five miles from the boundary line of any city of the first or second class, sub-divided into lots of less than one acre in size, shall be filed, accepted or approved unless a plot or plots of ground containing not less than one-tenth of the area of land therein platted, after deducting the land set apart for streets and alleys, shall be dedicated to the public for use as a park, common or playground or for parks, commons or playgrounds, forever, in the same manner and with like effect that streets and alleys are dedicated."

Whenever any plat or sub-division of land shall be made in any of the various classes of cities and towns or their vicinity, as set forth in section one of this act, and the projection or establishment of the street system therein shall leave any fractional block area, or areas entirely surrounded by streets, or partly by streets and partly by an alley or alleys, and such fractional block area shall not exceed one-half of an acre in size, in any such case such fractional block area shall be dedicated

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to the public for use forever as a public place, park, common or playground, in the same manner and with like effect as public streets and alleys are dedicated. The municipal or county authorities shall not file, accept, or approve or record any plat which does not comply with the foregoing provision. Provided, however, that any area dedicated under the requirements of this section shall be deemed and credited as part of the 10 per cent. required to be dedicated for like purposes under the provisions of section one of this act.

William E. Harmon, one of the most prominent real estate men in the United States, strongly advocates the measure as one founded on good business principles. He believes that the passage of such laws benefits real estate men as well as the public.

A bill providing for the wider use of public buildings for public recreation and as civic centers has been before the Wisconsin legislature, also a bill for the creation of departments of public recreation. These bills were strongly urged at a public hearing on April 12th. The interest in the measures is shown by the fact that the Assembly Chamber was packed. Lantern slides showing present developments in social center work were shown.

A bill has been before the California legislature to permit the wider use of school buildings for community purposes.

A very interesting bill has been proposed for the formation of recreation districts in the State of Illinois. "Any one hundred local voters residing within the limits of proposed recreation district may petition the county judge of the county . . . to cause the question to be submitted to the voters of such proposed district whether they will organize as a recreation district. . . . Upon the filing of such petition in the office of said county clerk it shall be the duty of the county judge to have the question submitted at any general or special election." The bill also provides for the election of six directors, who shall have power to appoint a superintendent and assistants to arrange for recreation centers. They shall also have the right to levy taxes. It has been the hope of those introducing this measure that many rural communities under this provision would establish recreation centers in the State of Illinois.

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7. **A Typical Development**—Representatives of various recreational organizations in Columbus, Ohio, united in agreeing that a recreation secretary should be secured. Edgar S. Martin, who had already demonstrated his ability in such work was chosen. The city government of Columbus recognized Mr. Martin's efficiency and passed an ordinance creating a department of public recreation, and a position of secretary of this department at a salary of \$2,000. The commissioners appointed at once elected Mr. Martin to this position. The supervision of the civic field and bathing beach was given to him. The grammar schools placed the supervision of their outdoor athletics under his direction. A base ball league was organized with twenty-two teams. A demonstration of play activities at the Columbus Industrial Exposition won many friends. Classes for the training of playground workers were held at the State University under the leadership of the secretary. The plans for the winter work included five evening recreation centers. The city government of Columbus elected Mr. Martin Scout Commissioner. Most effective Boy Scout work has been carried on under his direction. Columbus has made unusual progress in recreation work because she has had an efficient recreation secretary. Some cities maintaining only summer work have spent several times as much money as Columbus without securing as large a social return. Several cities hope next year to meet the needs of their people in the same efficient way Columbus has and plan as the first step to secure a recreation secretary.

8. **Dramatics**—Pittsburgh, New York, Newark, and other cities are giving an opportunity for self-expression to their children through dramatic play. Apart from the playground work the Educational Players in New York City, a group of young people working during the day, are finding recreation and growth in the study and presentation of plays under skilled direction. The attempt is not to produce finished plays but to encourage self-expression.

Through the Drama League of America a systematic attempt is now being made to stimulate an interest in the best drama and to awaken the public to the importance of the theatre

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as a social force. An effort is made to support the really good plays, so that these plays may be encouraged and the plays which cater to indecencies may be discouraged. Herein lies a great positive constructive opportunity for making it good business for the theatrical managers to stage the best productions of dramatic art.

Through the motion picture many people who found the regular theatres too expensive are now becoming familiar with dramatic art. Motion picture theatres have a unique opportunity to become even more valuable social centers. Already these theatres are becoming meeting places where men and women go that they may mingle with their neighbors. Recreation workers throughout America are giving careful attention to motion pictures and to other forms of dramatic art.

The University of Wisconsin has recently established a motion picture film exchange. Films are loaned to public schools in the same way that books are loaned by libraries.

The number of pageants held within the last year and the number planned for this summer indicate the awakening. Through these pageants, when properly managed, communities live over again the experiences of past decades and develop a strong local patriotism.

9. **Neighborhood Festivals**—A natural outgrowth of the movement has been the holding of neighborhood festivals on the playground. On the Carmelita Playground in Pasadena, California, two thousand children and adults gathered for a Hallowe'en Frolic. Nearly every boy and girl carried a jack-o-lantern. Most of the children were in some kind of make-up and the masqueraders filled the grounds. The neighborhood was playing together.

In Los Angeles the mothers' clubs on one of the playgrounds arranged for a banquet. The senior girls acted as waitresses; the playground band furnished music; the boys and girls decorated the playground. Among the guests were the mayor, the president of the chamber of commerce, and other prominent citizens. The old village spirit seems possible in our large cities, if there be the spirit of play.

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A playground demonstration in Lancaster, Pennsylvania, was witnessed by five thousand people—one tenth of the entire population. A play festival held at Worcester, Massachusetts, was also very successful in impressing the whole city. Play festivals may do much to preserve for the city as a whole or for the neighborhood the spirit of youth.

It is interesting to read in the newspapers that the agitation for a safe and sane Fourth of July forced the largest of the fireworks companies to dissolve. The response to the campaign for a safe and sane Fourth has been most encouraging to all except the fireworks companies. The Fourth of July has already become in many cities a community day. Some time, if the present development continues, American cities may come to have their play days, just as did Athens and Rome.

10. **Boy Scouts**—The playground workers in Buffalo, Chicago, Philadelphia and other cities have for some time arranged for tramps or summer camps and other means of taking boys and girls out into the country. This movement has been much stimulated by the spread of Boy Scout ideas. The activities before carried on have taken a new meaning and other activities have been added and a new spirit created. The playground is a natural center of Boy Scout activity.

1. **Spontaneity of Play Movement. The Children's Part in It**—The children themselves have had their share in the playground development this year. Students of Cincinnati high schools organized a speech making automobile tour of the city playgrounds in order to create additional interest in the \$1,000,000 bond issue for recreation. Large audiences were gathered at most of the playgrounds and the youthful speakers were well received.

The children of the Pierrepont school of Rutherford, New Jersey, organized a Juvenile Playground Association with dues of thirty cents a year and meetings once a month. This organization of the children has done effective work in stimulating interest in playgrounds. This juvenile association voted to give the Rutherford Playground Association \$25 from its funds. It still has \$70 in the bank. The boys and girls aim to be known as junior members of the Rutherford Playground Association.

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Five little boys from one of the Harrisburg playgrounds one day called upon the secretary of the Harrisburg Park Board to state that the boys would like to help raise money to buy the land which they were then using for a playground. The boys agreed to contribute all their raffia work and baskets and suggested that the park board sell them,—the boys thought perhaps the park board could sell the baskets to their fathers.

Children in Mount Vernon, Ohio, had an automobile parade, to show how many children there were who wanted a playground. Every automobile seemed to be alive with children.

Indirect Influence—The indirect influence of good playgrounds is sometimes very great. In a New England city a grocer tries to make his backyard a playground for the children because in his neighborhood no playground has yet been established. He has to some extent qualified as a play leader.

In a western city a bachelor who is very fond of children has fitted up his backyard for a playground and invites children of different ages on different days to be his guests. It is reported to be a great privilege for the children of the neighborhood to register in his guest book, pass through the house and out into the yard, where fenced in from the street, they play without interruption from passing automobiles. That this man should himself play with his guests, and in his own quiet way conduct this little playground for the neighborhood, arranging for a woman to help him with the girls, is the kind of spontaneous outgrowth of the playground spirit which any such vital movement ought to have. It would be interesting to know how many mothers who have come to the playground to watch their children play, have later joined themselves in the games, and have used their spare moments to play with their own children, and perhaps the neighbor's children, in the backyard if there be one, or upon the roof.

The work of the Guild of Play is helping all to see that the play problem is more a problem of leadership than of space and will soon result in placing upon play leaders a measure of responsibility for the play of their district as well as for the play upon their own grounds.

It is interesting to read of a tenement house owner in

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Chicago buying a vacant lot that he may have it as a playground for the children of his tenements; or of the New York apartment house owner who would not allow children in his apartments but later went so far as to plan a roof playground for the children.

"When I die" said Tom L. Johnson of Cleveland, "I hope the people will make a playground over my body. I would rather have the children romping over my grave than a hundred monuments."

III. ACTIVITIES OF THE PLAYGROUND ASSOCIATION OF AMERICA

1. Correspondence regarding recreation work.
2. Consultation—secretary and four field secretaries.
3. Names of hundreds of possible play leaders sent to recreation officials throughout the country.
4. Playground institutes at Holyoke, Massachusetts; Baltimore, Maryland; Detroit, Michigan; Minneapolis, Minnesota.
5. Annual meeting at Washington, District of Columbia.
6. Working Plans. Preparation of reports by special committees on
 - Rural Recreation
 - Games
 - Badges
 - Boy Scout Activities Upon the Playground
 - Folk Dancing
 - Equipment
 - Amateur Athletics
7. Advice to educational institutions regarding courses in play.
8. Publication of monthly magazine—*The Playground*.
9. Compilation and publication of Year Book—summary of development of recreation movement in cities of America from whom reports could be obtained.
10. Loan of lantern slides, cuts, photographs.

The secretary wishes it were possible for each member of the Association to be in the office for a single day and hear the requests of the men and women who are seeking to learn how they may preserve a real childhood for the children in their cities, how they may bring more happy hours to factory workers by opening up their school houses as recreation centers. It is

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inspiring to meet so many people who desire to make their part of the world a happier place in which to live.

It is a real inspiration to see the young men and the young women who are in charge of the recreation centers in some of our cities, to be able to help cities all over the country in their search for the right men and women to lead the play life of their communities. It is inspiring to see the interest of the normal schools and colleges in giving their students a better knowledge of play problems. It is satisfactory to be able through our photographs, lantern slides and cuts to show in a graphic way to cities in one part of the country what is being accomplished by cities in other sections.

If it were possible for the members of the Association to receive the confidential reports from our field secretaries—"play efficiency engineers"—who are constantly traveling in an effort to help our cities plan for the expenditure of millions of dollars for recreation purposes, no one would read them without growing enthusiastic over the modern gospel of play and being ready to put all his strength into providing "that they might have life and that they might have it more abundantly," and giving young people what the Declaration of Independence calls "their inalienable right to the pursuit of happiness." No one can be near the center and feel the throbbing of a great social movement like this and not rejoice to share in it.

IV. NEEDS

The correspondence with the Association has grown to such an extent that it has been necessary during the year to send out thirty-two thousand letters. Sometimes the pressure of the work has been such that it has been possible to acknowledge only the letters as they were received, and postpone answering some of them for several weeks.

To meet this crisis a number of playground workers, themselves on small salaries, have increased their contributions from \$5 to \$100. A school principal who could not give money, arranged to give ten lectures the proceeds of which will go to the Association. A school superintendent has contributed \$100. Several individuals who have heretofore contributed \$25 have raised their contributions to \$500; two individuals have raised

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their contributions from \$100 to \$1,000; one man has raised his contribution from \$250 to over \$3,000. Rarely in any movement has there been a more inspiring response to a great need. Last year the Association received in contributions \$11,810; this year the total amount of contributions and pledges is nearly \$30,000. Last year the expenditures were over \$13,000 more than the receipts; this year the receipts and pledges have exceeded the expenditures by a few dollars.

Since May 1, 1910, the Association has secured four field secretaries. In order to meet the more urgent of the demands now being made upon the Association there should be three more field secretaries by May 1, 1912. A special secretary on rural recreation and another on play in institutions are needed. The Association cannot meet the obligations of a national recreational association unless it receives \$50,000 within the next twelve months.

If those who believe in the constructive possibilities of the recreation movement, respond as loyally and as heartily as they have during the past year the Association will be able to meet the immediate and the more urgent needs in the national recreational field.

THE GUILD OF PLAY

MADELINE L. STEVENS,

Parks and Playgrounds Association, New York City

In large cities with congested districts, no matter how many playgrounds are maintained, there will always be some children who are "left out," for they do not go far from home to play, and the street, their favorite playground, is always at hand.

The Guild of Play in New York has tried to provide for these children by conducting organized play on the streets and in back yards, and its success has been due to the fact that it has met conditions as they were, and has required no other equipment than a good play leader. The children are organized into groups of from twenty-five to fifty, which meet two or three times a week for play in the street, a nearby park, or some place convenient to the homes of that particular group.

The object of the guild is, first, to teach standard games to the

THE GUILD OF PLAY

children who make the street their playground, and second, to foster the spirit of fair play, and to correct the demoralized street games of the present time. The younger groups include children from six to ten years; the older groups include children from ten to fourteen years. Boys and girls are divided into separate groups. The choice of streets to be used as play centers must depend largely upon the numbers of children who naturally play there, unless traffic is heavy, when we must persuade them to come with us into the next block. Objection is frequently made at first to this procedure, on account of the "gang" which rules supreme in the adjoining block and is often at odds with the one in question. In several instances, however, by tactful management, the "gang" has been won over, and "block teams" organized instead.

Every available back yard should be utilized for play purposes, no matter how small. Some with an awning, sand boxes, and garden swing, can accommodate the little children; others may have upright swings and a good game space for older children; and many yards are large enough for basket ball, hand ball, and quoits. Every child who belongs to the guild is given a badge of membership, usually a celluloid button with a stout pin, for which he pays one cent. If this is lost he must pay two cents for the second one.

The activities of the guild depend largely upon the children. A program is planned which is large enough in scope to meet the needs of each group, and includes games of all types, storytelling and simple dramatics, hand work, such as making toys, wood-carving, and hammock-making, and folk dancing.

It is necessary wherever possible to make some provision for stormy weather. In many cases, for emergency days, school basements, church houses and public libraries have been secured.

In addition to the street children, the Guild of Play makes provision for the little unfortunates in the children's hospitals and institutions for cripples. It has been found necessary to adapt the normal games for the defective child. Singing ring games are most popular and most easily adapted. "Going to Jerusalem," "All up relay," Pass ball, Tommy Tiddlers, ground races and potato races are favorites, while a long list of other active games has been made possible in spite of braces and plaster casts.

Storytelling is, of course, the chief delight of these children, who live so largely in the world of imagination.

A PRACTICAL TALK ON PLAYGROUND EQUIPMENT

By E. B. DEGROOT

General Director of Field Houses and Playgrounds of the Chicago
South Park Commissioners

The application of this subject is too often handled by a committee of men or women, or both, of a playground association, school board, park board, or by a building or landscape architect, rather than by a play leader or playground expert. In light of this fact, I wish to point out, at the very outset, two snares or pitfalls dangerous to these good people, as well as some play leaders.

APPARATUS VERSUS EQUIPMENT

The first pitfall is the failure to differentiate between apparatus and equipment. Equipment includes apparatus, but apparatus does not include equipment. Equipment is the inclusive, attracting and interest-sustaining element of a playground, while apparatus is merely the appendage of equipment. Much of our failures, troubles and indifferent results come because of too much attention to apparatus and not enough to equipment. I shall amplify this point a little later.

CHILD POINT OF VIEW

The second pitfall is our misconception of the point of view of the children and young folks for whom we plan a playground service. Except in the most congested quarters of the larger cities children are not asking for playgrounds; they are asking merely for an opportunity to play. Go among the less favored classes and you will not find the children complaining because of lack of food, clothes, or a comfortable place in which to live; but you will find them complaining bitterly if they are given no time or opportunity for play. The attitude of children in relation to their play and play-places may be likened to our attitude toward our reading. When we wish to read we do not rush off to a library, but pick up our reading as we go—a newspaper, magazine, heavy or light literature in book form. Just so with the children: when they wish to play they do not rush off to a playground at some distant point, but pick up their play as they go,

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taking from their pockets marbles, tops, dice, and other tools and materials which they put into use wherever they happen to be —on the street, in the alley, or a few feet of a vacant lot.

I believe that the vast majority of children are perfectly satisfied with their present play opportunities and facilities. I also believe that every thoughtful man and woman is not satisfied, but much discouraged with the present opportunities and play facilities for children. Our problem then, is one of presenting certain play areas in every community, so thoughtfully and perfectly equipped that they will attract and hold the children. This, I believe, we can do if we give more attention to equipment, and a little less, perhaps, to apparatus. The problem is not one of merely providing swings and teeters for little children, but one of readjustment of environment of both little and big children in a complex civilization. If we think of the problem as a small one we shall try to solve it by supplying a few pieces of apparatus; on the other hand, if we think of it as a big, complex social problem, which it is, we shall think of equipment first and apparatus later.

PLAY PROBLEM A BIG ONE

Let me call your attention to the fact that at our annual meeting we changed the name of this Association from "The Playground Association of America," to "The Playground and Recreation Association of America," thus giving emphasis to the fact that we are dealing with a larger problem than the earlier name of the Association seemed to include. George Elliot, in perhaps the most significant words she ever wrote, has called attention to the size of the problem which we are attempting to solve: "Important as it is to direct the industries of the world, it is not so important as to direct the recreation of the world." My interpretation of George Elliot's words is this: With all our achievements in commerce and industry, we are left dependent upon the cash register for honesty, the time-clock for loyal service, and the policeman for self-government. I believe that George Elliot would say: If you wish to develop the homely virtues of honesty, loyalty, and self-government, look well to your provision for recreation; supply playgrounds and recreation centers as numerously as you supply manufacturing plants and work shops. Industry and commerce now build 'Sky-scrappers' that reach to

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the clouds—playgrounds will build men that will reach to the heavens. You are perhaps familiar with a certain industrial concern which advertises "Tell me what you eat and I'll tell you what you are." With even better facility does the Juvenile Court judge say to boys and girls who come before him: Tell me where you play and what you play, and I'll tell you what sort of men or women you'll be. Let me repeat that we are dealing with a big problem—one which calls for big plans and big expenditures. We shall defeat our purpose if we lay out a too meager expenditure for the promotion of our idea of playground equipment.

GRADING—SURFACE

Now let us resolve ourselves into a committee to start out and equip a playground. The first thing, of course, is to buy a piece of land, or rent it, or get some philanthropist to give it. We will assume that a survey has been made and that the best location possible has been selected to meet the needs of the neighborhood. The first thing to do with our piece of land is to grade it properly. If it is low land, or contains holes, we must fill in. If it is hilly, we must take down the hills. As a general rule, a level piece of land appeals to children as a good play place. Hills and holes may be used, but only with thoughtful planning and strict reference to climatic conditions in the location involved. Having graded our piece of land, we must next provide a proper surface, one suitable for all sorts of plays and games, under varying conditions of weather. Here we find ourselves in great confusion. The committee agrees that a grassy place makes the ideal playground, but no one has discovered a means of retaining the grass under the feet of the thousands of children who use the playgrounds in the modern city or town. We must, then, discard the idea of a grassy playground unless we have at our disposal an area of sixty acres or more in a rural district where the children are not very numerous. In some parts of the country oil has been used in an attempt to produce a satisfactory playground surface. I have not heard, however, of any oily preparation that has given a truly good surface under all conditions of weather. Cinder has been used extensively by school boards, but no one who studies playground problems can recommend it as a satisfactory surface. It is offensive to the bare feet and cuts and tears the flesh of hands and knees in the numerous

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falls and "spills" that occur in games and plays. The problem of a satisfactory surfacing of playgrounds has not yet been solved, but I believe Chicago leads in successful experiments. The surfacing which we use in Chicago, and which we can recommend to others, is torpedo sand, spread over a sub-soil of clay or loam which has been raked free of stone, bricks or other rubbish. Torpedo sand is a fine gravel, or sand, from which all of the dust has been taken, leaving nothing but little pebbles approximately one-quarter of an inch in diameter. Torpedo sand may be secured from some river banks, lake or sea shore. It may also be secured from inland gravel banks. In the latter case it is usually necessary to pass it through a quarter-inch mesh sieve in order to free it from dirt and dust. Building contractors in any community will be able to supply us with torpedo sand. The cost will be, approximately, \$1.50 per cubic yard. A cubic yard will cover about one hundred square yards of playground surface if properly applied. It should be spread over the playground at a depth of "one stone deep" and then should be sprinkled and rolled frequently. Such a surface will not only lend itself to comfortable use, but will keep down the dust in dry weather and may be played upon soon after a rainstorm.

H. S. Richards, Assistant Superintendent of the South Park System, has been carrying on some experiments in our playgrounds which warrant the conviction that an adequate and permanent playground surfacing material has been discovered. In his experiments, Mr. Richards has proceeded as follows:

He excavated carefully with reference to character of sub-soil in an effort to secure good drainage. If sub-soil of sticky clay was discovered, cinders 12 inches deep were first applied to the excavated surface. If a sandy sub-soil was discovered, cinders to the depth of only 4 inches were needed. The cinders were then rolled and packed. Upon the well rolled cinders was placed a layer of stone 2 inches deep, the stones measuring from $\frac{1}{2}$ to $1\frac{1}{4}$ inches in diameter. The stone, like the cinders, was then well rolled. Upon the stone was placed, to a depth of one inch, this mixture:

Cork (pieces $\frac{1}{8}$ to $\frac{1}{4}$ inches in diameter) . . . 16 $\frac{2}{3}\%$ by weight.

Sand 33 $\frac{1}{3}\%$ " "

Stone (pieces $\frac{1}{6}$ to $\frac{1}{8}$ inches in diameter) . . . 16 $\frac{2}{3}\%$ " "

Asphalt 33 $\frac{1}{3}\%$ " "

NOTE.—1.87 pounds of asphalt was used for each square foot.

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These ingredients were thoroughly mixed in a mechanical asphalt-mixing plant such as is used by road builders. The mixture, taking from the mixing plant, was spread and raked evenly and then rolled by a hand roller weighing between 1,500 and 2,000 pounds. After the mixture was well rolled, there was spread over surface a very light covering of sharp sand or crushed granite. The light covering of sand or granite was soon trampled into the mixture or brushed off by the feet of those who used the playground. The cost of the playground surface just described may be stated as \$.60 to \$1.00 per square yard, exclusive of grading and foundation of cinders and stone. The merits of such a surface are these:

It will endure without care for a great many years.

It is perfectly dust and mud proof.

It may be washed with the hose.

Less than any other playground surface will it skin the knees, cut the hands and injure the players in their numerous falls and "spills."

It may be marked readily and permanently for games.

It will not wear out playground balls, basket balls, volley balls and similar apparatus half as rapidly as other playground surfaces.

I have said a great deal about the surfacing of playgrounds because I feel that it is of first importance to present a play area attractive in appearance and inviting use in every manner. Most of our playgrounds today are mud-holes after a rain, and dust piles in a drought, or they are so stony and rough they may be used only for games of torture. Whoever heard of a boy or girl seeking out a mud-hole, dust pile, or brick-bat field as a play place? So long as our streets present a more attractive surface upon which to play, we must expect to see these places with their bad environment used more extensively than our playgrounds.

DRAINAGE

While we are working out the factors of grading and surfacing, we must also provide adequate drainage. The best way to drain a playground is to make the whole area slightly convex, placing the catch basins which carry off the water at the border of the playground. A method which has proved a failure is one where a single catch basin has been placed in the center of the playground and the

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whole area has been made concave, or saucer-like, in appearance. The latter plan does not drain readily and always leaves a puddle about the catch basin in the center. If in the skating zone, a skating pond may be secured by plugging the catch basins and playing water through a hose upon the playground until it freezes. The old idea that we must flood our playground until we have several inches or a foot or two of water, and allow it to stand until it freezes, should be discarded. The best skating surface can be secured by spraying any given area with the hose when the atmosphere is below the freezing point. By this method solid ice may be built up and the surface renewed every night.

SHADE

Next, the committee should consider the provision of shade in the playground. This may be provided by the planting of trees, the building of a trellis over which rapidly growing vines may be trained, or the building of a framework of wood or iron over which an awning may be stretched. Shade should be provided most amply where the little children play, especially over their sand courts. If shade and seats are thus provided, you will find that mothers will frequent the playground in great numbers. Shade in the most adequate manner should also be provided for the older girls. Even young girls are thoughtful concerning their complexion and seem unable to endure the direct rays of the sun in the same manner that boys seem able to endure it. Every girls' playground should be provided with a shady nook for quiet games, storytelling, and rest periods between vigorous activities. Here again I would warn the committee that boys and girls will not seek the hottest and sunniest place in town to play. A few feet of ground in the shade of a building containing a saloon, a shed, stable or workshop containing profane men, provides a more attractive play place than a playground that may have cost several thousands of dollars, but which has been left void of any shady places.

LIGHTING PLAYGROUNDS AT NIGHT

The committee is now in confusion over the question of whether the playground shall be used at night. As a member of the committee I plead the use, the greatest possible use, of the playground at night. Those who study the four-footed animals know that the

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cubs and kittens come from their lair in the cool of the evening to play. Likewise, the spirits and instincts of children rouse them to maximum efforts in their play in the evening. The evening is the real playtime for boys and girls of the adolescent period, especially of those who are compelled to work in shops, factories and stores during the day. For several years we have been criticizing the public school officials for not opening their buildings for use at night. It seems to me the same arguments for opening the public schools for various uses at night may be applied to the playgrounds; so let us decide to light our playgrounds that we may use them at night. Let us bring in the wires underground, if possible, so that we shall not have overhead wires and numerous poles to interfere with the games or supply an element of danger. In this connection I wish to call your attention to the wisdom of those who conduct commercialized recreation places. Every moving picture hall, amusement park, and cheap theatre makes use of the brilliant electric light to attract the people. Light our playgrounds brilliantly and children and young folks will flock to them just as the bugs and beetles fly to the brilliant light, only with happier results than attend the latter.

In this connection let us not overlook two very important factors. It is not the little children who find their way into the Juvenile Court, but rather the boys and girls of twelve, thirteen, and fourteen years of age. A playground service for boys and girls of this age is, in my judgment, worth infinitely more than a playground service for little children. I knew of a playground, a thoroughly good one, of small dimensions, but with adequate equipment, that served more than two hundred children each day. Many of the patrons of this playground found their way into the Juvenile Court as soon as they outgrew its influence. The point I wish to make, with all the emphasis at my command, is that the provision of playgrounds for small children is merely a scratching of the surface of the playground problem. Playgrounds should be provided for little children; but it is of greater importance to provide them for boys and girls with greater capacity for doing good or evil.

FENCING

Our committee is divided upon the question of whether or not to fence the ground. In the small towns and rural districts, per-

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haps, the fence may be dispensed with, but in the larger cities I think it will be found a very essential factor in the equipment. To prevent accidents and save the responsible body from damage suits, it will be necessary to close the playgrounds at certain hours. This necessitates fencing. A fence will also take from the play leader many problems of discipline. It should be remembered that the play leader is on the playground, not to be a policeman, but a leader of the children in their play, and his attention should not be given to matters that arise from the lack of a fence with a proper entrance and exit. An iron fence, with metal posts embedded in cement, may be secured in almost any community for from fifty to seventy-five cents per foot. An iron picket fence of indestructible character may be secured for about \$1.50 per foot. The height of the fence should be about seven feet. Its function should not be regarded as an absolute barrier, but merely as a restraining line—a part of the equipment that makes for order, proper restraint, and safety.

DIVISION OF PLAYGROUND SPACE

Our next problem is one of dividing the total play area into two or three divisions to meet the requirements of both sexes of different ages and interests. We may provide play spaces on a basis of attendance records, activities, and ages. As a general rule boys require a greater amount of space than either little children or girls, on account of their activities. Therefore the boys should be given the largest area. I believe that the small children should be considered next. They are likely to come to the playground in greater numbers than the older girls. A good arrangement, I believe, is to give one-half of the area to the boys and the other half to the older girls and small children (boys and girls together up to ten years of age), dividing the area between the small children and girls according to attendance records and the development of activities among the older girls.

MAKING THE PLAYGROUND ATTRACTIVE

Now then, I implore the committee not to stop here, but to embellish the playground with plants and shrubbery, and if there are buildings, to provide flower boxes. It is penny-wise and pound-foolish not to make our playground attractive by giving it a touch of art and beauty. In the area given to girls, let us totally enclose

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it with shrubbery so that the girls may feel perfectly secure from any sort of intrusion by boys or men.

Now let us provide toilet facilities on the playground, also a drinking fountain. If these are not provided, near-by saloons, stables, and other equally improper places will be made accessories of the playground. Bathing facilities should also be provided if possible. Elaborate bath houses with expensive plumbing will not be possible except in a few communities where large sums of money can be secured. A shower bath surrounded by canvas walls without a roof may be placed over a catch basin and will give as much joy to the patrons of the playground as a ten thousand dollar bath house.

Let us provide the playground with a flag pole, and not only fly the American flag, but also a distinctive playground flag. We should also provide each of our playgrounds with bulletin boards, placing these, perhaps, at each of the four corners of the playground so that passers-by may observe and be informed concerning the activities within. In this way we shall be able to make announcements to parents as well as to the children who frequent the playgrounds.

At this stage of our work let us vitalize the playground by securing for it the most important element of the equipment—a play leader or supervisor.

Thus far we have considered the first and most essential factors in playground equipment. We are now ready to consider the appendages of equipment—playground apparatus. From this time on let us consult with our play leader, or supervisor, concerning every detail.

A SAND GARDEN

First of all, let us select equipment and apparatus for the small children—boys and girls together up to approximately ten years of age. A sand garden, or court, will be our first selection—a pile of sand enclosed on four sides by either cement or plank walls twelve to fourteen inches high. Good dimensions are twelve by sixteen feet, with the sand bed twelve inches deep. The sand should not be placed upon a clay surface but upon some porous surface so that water may seep through. If the sand is enclosed in a cement court with a cement bottom, a drainage system should be supplied. It is not enough to provide the sand, but we must make every effort

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to keep it in not only a sanitary condition, but a condition which invites play such as building houses, forts, and other creations of the imagination. By keeping the sand in good condition I mean that it should be raked thoroughly every day and all pieces of paper and refuse taken out. It should also be watered so that it will pack readily. In some communities there has been unqualified condemnation of the sand court on the ground that it furnishes only a filthy place for play. Some committees have tried to overcome this objection by treating the sand with disinfectant. A thorough investigation of the subject in Chicago, by sanitary experts, warrants the statement that sand kept free of pickles, ham sandwiches, water-melon rind, and other rubbish, turned over daily and exposed to the sun and air, need not be treated chemically. Our experts advise us that if any other treatment is given the sand it should be thoroughly washed with water, placing the same in a trough under a stream of running water. You catch the point, do you not, that it is not enough to merely supply a sand court, but that you must care for it daily just as you care for your teeth each day.

A WADING POOL

If possible, let us provide a paddling pond or wading pool. This may be made by scooping out a small area of our playground so that it resembles a saucer. At the lowest point place a drain that may be opened and closed at will. At the same point bring in a supply water pipe, letting the same extend a little higher than the grade line of our playground. This will not only serve to fill our pool, but will make an attractive fountain. The bottom of our saucerlike area should be covered with clay to keep water from seeping through. Over the clay spread torpedo sand to the depth of four to six inches; then turn on the water and watch the fun. The water should be let out every few days and the empty pool permitted to bake in the sun.

Another way to make a paddling pond or wading pool is to excavate a specified area and then construct a cement basin, supplying the intake and outlet as just described. A cement pool, circular in form, with a diameter of forty feet, twenty-four inches deep at the center, and eleven inches deep at the sides, may be constructed, excavating and all, for fifteen cents per square foot, or a total cost of \$188.55. In filling the pool the water should be kept at a depth of eighteen inches at the center and five inches at the sides. Such

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a pool should not be used for swimming, but merely for paddling or wading.

A combination of paddling pool, sand courts, and seats under a canopy will provide an ever interesting playground for small children and a social center for mothers.

SWINGING, TEETERING AND CLIMBING APPARATUS

Now we need swinging, teetering and climbing apparatus. Six to twelve rope swings attached to an iron pipe or wooden frame, twelve feet high, will provide the swinging apparatus. Four to six seesaws, and the same number of teeter ladders, attached to separate supporting frames of iron or wood, will take care of the element of teetering. Slanting (about sixty degrees) and vertical ladders, and two to four climbing poles are recommended as climbing apparatus. These may be attached to the frame supporting the swings. In addition to the apparatus which I have just described, and which in each case needs to be attached to some sort of supporting frame, there should be added other pieces of apparatus in isolated positions on the playground. Such pieces are athletic slides and giant strides. Two of each will supply a great number of children; of this group under discussion, the larger of the boys and girls should be supplied with a good number of balls, bats, nets, goals, quoits, ring toss, and other miscellaneous apparatus according to the desire of the play leader.

APPARATUS FOR LARGER GIRLS

Now let us select the apparatus for the use of the larger girls. Apparatus for this group may be divided into three sets. First, a very ample supply of balls, bats, nets, goals, quoits, ring toss, bean bags and other similar apparatus for games and plays. Second, a platform of cement or wood for dancing and games where chalk marks are used. If the platform is made of wood it will need a covering to protect it from rain and sun and the consequent warping. A cement platform with a smooth surface is recommended in preference to wood. Such a platform forty feet square, may be constructed for \$.15 per square foot, or a total cost of \$240.00.

Third, a set of apparatus consisting of swings, teeters, climbing facilities and traveling rings. These should be attached to an iron pipe or wooden frame about fourteen feet high, such as was described for the children's playground. If possible, we should pro-

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vide the girls' playground with some sort of a musical instrument for the dances. I believe that a "hurdy-gurdy" or hand organ would serve the purpose in almost every case.

APPARATUS FOR LARGER BOYS

We are now ready to select the apparatus for the larger boys. In this case we find that the apparatus may be divided into three different sets. First, apparatus for games and plays such as balls, bats, nets, goals, quoits, and possibly a handball court. The second set of apparatus should supply the athletic needs of the boys—vaulting standards and vaulting poles, high jump standards and cross bars, shot-put rings and eight and twelve pound shots, and hurdles to be used upon the running track. If the boys' playground is not large enough to contain a circular running track, by all means provide a straightaway running path fifty to one hundred yards in length.* The third set of apparatus is that which we must attach to an iron pipe or wood frame, fourteen to sixteen feet high. To this frame should be attached flying rings, traveling rings, climbing ropes and poles, slanting and vertical ladders, and horizontal bars at various heights.

SWIMMING POOLS—BALL FIELDS

In this discussion I have thus far said nothing about swimming pools or ball fields. If these are supplied they should be placed at some distance from the play areas and the equipment of the same that we have had under discussion. I regard the swimming pool as a complete playground in itself, during certain months of the year, at least. Its great expense, both in construction and operation, makes it necessary for committees to give consideration to that item of playground equipment as a special feature. We may, therefore, dismiss it from this discussion which we have agreed shall be confined to the first essentials. A ball field for use with a hard ball in the "big game" should be set apart from the play areas we have been discussing. Playground ball and other games with small bat and soft ball may be played in the playgrounds proper, but not "The Game" with the hard ball.

* The report of the Committee on Equipment given at the fourth annual congress of the Playground Association of America, June 8, 1910, contains a complete statement concerning the construction of running tracks.

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GENERAL SUGGESTIONS

Having selected our equipment and apparatus, you may think we have finished the job, but we have not. A few general considerations are now very necessary. The lists of apparatus given do not represent exhaustive lists. They are suggestive and deal only with the principles involved. I believe that a good plan for purchasing apparatus is to supply a minimum equipment at the outset and add to it from season to season. No wise father would buy all of the Christmas presents in the universe for his boy at any one Christmas time. The same principle may reasonably be applied to the selection of playground apparatus.

After we have selected the amount and kind of apparatus decided upon by the committee, we must then settle the question of how and where to place it. If the area is a small one, perhaps the best plan is to spread the apparatus around the border of the playground, leaving the central area free for games, races, and other activities. If the area is a large and adequate one, it will be best, perhaps, to group the apparatus in the center of the playground. Problems of supervision and lighting are minimized in the latter plan.

STEEL OR WOOD

As the committee approaches the time for the purchase of the apparatus, it will undoubtedly be thrown into confusion over the question as to whether apparatus made of steel or wood shall be placed on the playground. We find that there are merits and demerits concerning the use of either steel or wood. Steel apparatus is too hot on hot days and too cold on cold days, and at most other times presents a surface offensive to the touch. All steel apparatus is galvanized, and in communities where the air is foul with gases and fumes from furnaces of manufacturing plants, the galvanized surface is rapidly worn off. On the other hand, steel apparatus of good construction is for many communities practically indestructible. It does not call for large storage room in winter, parts underground do not rot, and maintenance charges are, therefore, reduced to the minimum. Wooden apparatus splinters readily when struck by ropes, rings, and poles, and even from mere exposure to the elements. Parts underground rot. However, with good care and the treatment of the surface with a good grade of

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house paint, rather than shellac and varnish, wooden apparatus will not splinter. Parts placed underground will not rot for a great many years, at least, if properly treated with creosote or a coal-tar product. It is not the parts underground that rot readily, but those parts where the air and ground lines come together. Wood has the distinct advantage of being pleasant to the touch under any climatic conditions, day or night.

In the construction of playground apparatus, rope is one of the essential elements. This is giving away, however, to the use of wire and chain as a substitute for the same reasons that steel is used as a substitute for wood. Under the best conditions, rope will not last more than three or four seasons when used for swings. Climbing ropes and the rope used in the construction of giant strides may last several years longer. Wire and chain, therefore, are recommended where there are not ample funds for repairs.

I cannot dismiss the particular subject of wood and rope versus steel and wire without saying that there is danger in going too far with the indestructible idea in playground apparatus. The imagination of youth is not fired by the use of steel ladders, chain, wire, and cable. Rope and wood have ever been the materials used by boys, especially in their play. The best story books of adventure teem with things and accessories made of rope or wood, but seldom of steel, chain, and cable. The fire department uses ladders made of wood, and life-lines are rope. Most of the activities of the playground represent a response to instincts, and these are coupled with the use of pliable materials. I am sure that rope and wood are more satisfactory for use, but if our manufacturers are unable to produce apparatus made of such material at reasonable cost, and with greater wearing quality, we shall have to put our desires and sentiment aside and purchase all steel apparatus. Under present conditions, and especially where there is not an expert mechanic to care for the apparatus frequently, it is safer to buy swings, ladders, and giant strides, at least, which are constructed entirely of metal.

HOMEMADE APPARATUS

The committee must now settle the point as to whether the apparatus should be homemade or purchased of the manufacturer. If in the small town or rural district, the apparatus may be made

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on the ground, but if the apparatus is to be used in the large city, under the authority of the school board, park board, playground association, or recreation commission, the best plan is to purchase, under contract, of the manufacturer. A school or any other institution, however, having a manual training department, may attempt and successfully carry out a plan of making equipment for a single playground. The average city conditions, demanding the maximum use, safety, and freedom from vulnerable points for law suits, however, suggests something better and more certain in quality than homemade apparatus. Moreover, I believe that in the long run, we shall almost invariably find it cheaper to purchase of the manufacturer than to build on the ground. The best guide to making homemade apparatus is the publication by Arthur Leland, "*Playground Technique and Playcraft*." Whether the apparatus is purchased of the manufacturer or built at home, one of the most important factors in construction is the friction points. Two pieces of iron rubbing together will very soon wear out. Likewise, a piece of rope rubbing over a piece of wood or iron will wear out in a few days. So all such apparatus as swings, flying rings, traveling rings, and the like should have special bearings at the friction points. Those who make their own apparatus will, perhaps, be glad to know that the Narragansett Machine Company manufactures a "rocker-bearing" that gives excellent service, that the A. G. Spalding & Brothers Company manufactures a ball-bearing device of enduring quality; and that W. S. Tothill of Chicago, uses in his apparatus, and has for sale, a bearing made of hard maple revolving or sliding over an iron rod.

CONTRACTS FOR PURCHASE OF APPARATUS

In purchasing playground apparatus, always make use of a carefully prepared contract. See that the contract contains these items:

1. When and where delivery shall be made and who is to pay for same.
2. The erection and connecting of all parts of the apparatus after it has been delivered.
3. If cement is used as a foundation or anchorage for apparatus, let the contract state who is to be responsible for the excavation and cement work.
4. Insert a clause to cover extra or incidental expenses.

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5. Do not fail to include a clause that will safeguard you or your community against troubles with labor unions.

6. Let there be a clause of guaranty on the part of the manufacturer against defective material, faulty construction and workmanship. Make this guaranty cover a period of at least three years.

MAINTENANCE AND OPERATION

In closing this discussion let me warn the committee that it is not enough for us to select a playground site, equip it, and supply it with apparatus and a supervisor. It is one thing to set up a playground and equip it; it is quite another thing and certainly of no less importance, to maintain it properly. Therefore, let the committee provide amply for up-keep and operation. To spend a great deal of money for playground equipment and little for maintenance and operation is like saving at the spigot and wasting at the bunghole.



Philadelphia Playground Association.

An effort is made to have all children participate in such contests as are suited to their strength and ability. The studious boy who is backward about sports must be encouraged to enter into active outdoor play.

FOLK DANCING*

MRS. J. J. STORROW, BOSTON, MASSACHUSETTS

Chairman Committee on Folk Dancing of the Playground and Recreation Association of America

About ten years ago some of the middle-aged women in Boston, much to the amusement of themselves and their friends, formed a class in fancy dancing. Their ages ranged from thirty-five to sixty. Their costumes were varied; gymnasium suits were fashionable, also bathing suits, while many wore just their street dresses and walking boots. They drifted in late and chatted pleasantly together, while their patient teacher tried to instruct them. They laughed a great deal and considered it a huge joke. As I came in late one day and saw the class dancing I was suddenly struck with the fact that, in spite of the mixture of unsuitable clothes and the stiffness of individuals of middle age, the effect of the class as a whole, all moving rhythmically in unison, was distinctly pretty.

For several years we considered it only funny that we should be pirouetting and hopping about in arabesque positions and were ashamed to try to dance really well, but gradually we lost the feeling of self-consciousness and enjoyed it too much not to try to do our best.

Four years ago it happened that I wanted to become better acquainted with some teachers in one of the public schools. I had tried inviting them to afternoon teas, musicals, lectures and every form of afternoon entertainment I could think of. Those came who could not find a good excuse to stay away. They were politely formal and left as early as politeness would admit. After two sessions of school most teachers want to go home and rest. Suddenly I thought "I enjoy dancing more than anything else I do. It is possible others may feel the same way." I believe it was only out of pity for efforts which they recognized as friendly that anyone joined the class I offered to teach, but after a very few lessons their attitude changed, and no group of children ever faced an interesting storyteller with more shining eyes than were turned toward me. There was no more polite formality. I never asked how they liked the lessons, but

* Address given at the Fifth Annual Meeting of the Playground and Recreation Association of America, May 12, 1911



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THE HIGHLAND FLING.

A class of business men in Providence, R. I.

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after almost every one some would say, "I had a headache this morning, but it is gone now," or "I felt so tired I could hardly climb up to the hall this afternoon, but now I am rested." One of the more elderly and serious minded told me solemnly every few lessons that she felt ten years younger. Nothing had been said about their teaching their pupils, but after the third or fourth lesson, they exclaimed about a new dance we had just gone through, "That is just the thing for our girls, they enjoyed the last one so much." Most of them are now teaching dancing regularly to their girls.

Other classes have been equally successful. The other day I was watching the freedom of movement of a woman of about forty-six years old who, when she began last autumn, was so constrained and stiff and awkward that she was almost grotesque. During a pause I sat down beside her and told her I had never seen any one improve so much in so short a time. To my surprise she burst into tears and said, "You can never know what these lessons have meant to me this winter, mentally as well as physically."

I am giving these details to show what dancing does for the middle-aged. It is fine for children, but they can get exercise and play in other ways. My heart goes out to those middle-aged people who have little to enjoy. They need it more than children do. Some of us can play golf or tennis, or take long walks in the country, but for one of these there are hundreds who go to work early and come home late and have little but work in their lives. They do their duty uncomplainingly without any fun, and at forty are ready for neuritis, or rheumatism, or some other disease, when two hours of real fun and brisk exercise might keep them in condition to defy germs. The fun is as important as the exercise, and there is the advantage of dancing, especially folk dancing, over gymnastics. So much real humor is to be found in many of them.

What I know it does for teachers I believe it would do for women of other occupations, even those who are on their feet all day. If women in factories and department stores, or nurses in hospitals, could have half an hour for dancing, either during the noon hour, or at the end of the day's work, I believe they would feel less fatigued afterward. This has not been proved, so far as I

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know, and in the few efforts I have made it has been very difficult to arouse interest. Feeling weary, their only wish is for rest, or excitement, and it will take time to convince them that such a simple form of recreation is worth the effort. I hope to meet with more success next year when we shall try it more systematically.

Adding the word "Recreation" to the name of this Association makes it appropriate for us to extend our work to such groups.

What we have recently heard of the roof playground on a New York department store fills me with hope that all employers may in time become convinced that to give their employees recreation is a paying investment. The owner of a large department store in Boston, where a great deal is done for the benefit of the employees, has often said that their welfare work has always paid, and has come back to their pockets in cold cash. At present the mental lethargy of hard-working women is hard to overcome, but I look forward to the time when the ribbon counter of the Jordan Marsh Company will dance the ribbon counter of Filene's, and the floorwalkers of Macy's will compete at "Sheperds Hey" with the floorwalkers of Altman's for a trophy offered by those famous houses.

When it comes to dancing for girls I quite agree with those who have sympathy for the tomboy. There will always be girls who prefer the keen competition of a game or a race, but like many other burning questions, where people become violently partisan, games and dancing are not antagonistic but supplementary. There are many occasions where games are impossible, and dancing possible. Why not enjoy both? If it is merely a question, however, of an outlet of energy for the tomboy, I would back three Morris dances against a football game.

We have a magnificent example of folk dancing for girls alone in the public schools of New York, where it is carried on in what appears a most logical and economical manner. Miss Burchnal instructs the grade teachers who, instead of paying for their lessons, each give one hour a week teaching a class of girls. The school girls in good standing are eligible to become members of the Girls' Branch of the Public Schools Athletic League, one of the privileges of which is a weekly lesson in folk dancing after school hours, and this privilege is highly prized. Towards the end of the season, competitions in dancing and athletic games are held, in which classes from all the schools compete for trophies to adorn

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their school walls. The school, class, and team spirit brought out in this way is excellent and the system seems to an outsider to be perfect.

In some cities where the schools are co-educational there are classes in folk dancing for boys and girls together. In Chicago Miss Hinman has many such classes. In the preparatory schools connected with the University of Chicago, she has classes of children from five years old up to eighteen or twenty. All love it, all look forward to the lessons with joy. There is no self-consciousness. Apparently the girls think neither of their clothes nor of the boys, nor do the boys think of the girls nor of the size of their own feet, so absorbed are they in what they are doing. These classes are said to have solved the difficulties which formerly existed on account of the secret societies. Miss Hinman teaches them all kinds of dancing, real folk dances, modern dances similar to folk dances, round dances, and even clogs. She finds that nothing holds the boys of fourteen so well as clog dancing, so boys and girls together shuffle and tap. These classes in Chicago are in all grades of society, but there is no one class in which all grades are represented. When Miss Hinman was in Massachusetts recently she saw in Brookline what it has always been her dearest wish to teach—that is, classes where all kinds of children meet. The Pierce School in Brookline is a large grammar school with such a high reputation that many children are sent to it from surrounding towns. It is one of the best examples of our democratic school system. It covers such a large territory that it takes in rich and poor, black and white, children of recent immigrants, as well as descendants of the Puritans. Two years ago the principal went to a playground conference, where, for the first time, she saw something of folk dancing. The following autumn it was started in two of her grades, and this year it has been taught in all classes with the result which we have now come to expect from such teaching. Awkward children become easy, shy children lose their self-consciousness, hasty-tempered or quarrelsome boys take it out in the oxdans, all sorts and conditions of children dance together simply and naturally, the rough mannered become gentle, and the gentle do not deteriorate. All the teachers are enthusiastic over the results. Recently the dancing teacher of a school in a Massachusetts city was asked to select some of her boys to take part in an exhibition of

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dancing. All of her pupils were eager to be chosen. It happened that one of her best dancers was a boy whose father is in prison, whose sister is in a reformatory and whose mother is disreputable. His school teacher was doubtful about letting him go where discipline would be relaxed, and he might be exposed to temptation. The principal said "Trust him." By selling papers, he earned the money to buy the duck trousers for his costume, and came looking as well as any of the boys, and conducted himself perfectly. Since then his teacher says he behaves like a different boy, he holds his head higher, he is cleaner, his clothes are neater, and the gain in confidence and self-respect is apparent.

These classes show what dancing can do for mixed groups of boys and girls.

Some people think folk dancing is a passing fad, the enthusiasm for which is already waning. It seems to me that we have just begun to see its possibilities. We have looked upon it as wholesome exercise, whereas there is also meaning and history in the dances which should be explained in the teaching. Too often they are given as a series of pleasant motions, where they might be a means of illustrating history, geography, the languages, and the differences between races. They are the living part of folk lore.

There are dances of all degrees of difficulty from the simplest singing and ring dances suitable for the youngest children to those requiring great skill and agility, and there is no reason why new dances should not be added occasionally, illustrating modern times, which in time would become classics. The Spanish Boston, for instance, may not have any subtle meaning, but it is a charming dance.

Because it is easy, however, for dancing to degenerate, it is most important that this comparatively new movement should have the right backing, and that the standard of taste should be kept high. Dancing is emerging from a condition of decadence, and may slip back if it is not encouraged in the right way. Many still doubt its good effects, and see in it only a power for evil. If it is used for exhibition purposes, if the skill of the few is developed at the expense of the spirit of play of the many, it will deteriorate. If it is frowned upon by the virtuous and refined,

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in wholesome surroundings, young people will go to evil places for it, for the love of dancing can never be eradicated.

What we should realize is that it is not meant for a charming exhibition of youth and grace. The pleasure is not to see it, but to do it. It is a joy for everyone to share. No one is too old to begin. It is not enough for us to prescribe it for our children and for working girls' clubs. It is for us to dance with our children and neighbors. There is an exhilaration in moving in time to good music that is unequalled in any outdoor game, and if you add to this complicated figures which several dancers work out together, you get the real spirit of team play. The training for the memory is better than learning poetry, and the co-ordination of mind and muscles is a really difficult mental stunt.

It would be an advantage to have a national headquarters for folk dances, a clearing house where those who acquire new old dances by original research could meet to exchange the results of their work, and where others could come for new material. Where someone competent to teach would be always ready to advise those who would not otherwise know where to get dances, or what to teach. Here new dances could be tried out, and although the decisions of such a jury might be reversed, they would set a standard by which to measure.*

A class of teachers and social workers this last year has shown that there is a demand for such a center. Teachers now have to pick up their dances where best they can, and the teaching varies widely. Folk dances are a part of history and, while they undoubtedly have always varied with the individual dancer, they should not be left to the mercies of modern teachers to change according to their own fancy. They should be taught as nearly accurately as possible.

The movement needs the backing of unprofessional people as well as teachers. Why shouldn't our people of leisure who travel pick up dances in traveling to bring home to such a clearing house?

To conclude, the advantages of folk dancing are these:

More than any other form of exercise or amusement it serves to bring boys and girls, young men and women, old and young,

* It is hoped that the Committee on Folk Dancing of the Playground and Recreation Association of America may serve as such a clearing house.

FOLK DANCING

together in a simple, natural, healthy way, which tends toward true democracy.

It is an excellent mental and physical training.

It is easy to learn and easy to teach—not requiring experts except for the very difficult dances. In New York, for instance, some of the school teachers do not dance as well as the classes they have themselves trained. In fact the more technically trained the teacher is the less likely she is to feel the characteristics of folk dances, and the greater the temptation to soften the movements and lose the vigor and spirit that belong to them.

It does not need a polished floor, but can be danced indoors and out—some in very contracted spaces, such as the aisles between the desks of a school-room.

Your Committee on Folk Dancing makes the following recommendations:

1. That ten dances for young children and ten for older children and adults, to be selected by the Committee, be taught on playgrounds throughout the country in order to create a demand for hurdy-gurdies playing these tunes.
2. That all folk dances be taught as accurately as possible, and never voluntarily altered, and that the meaning and history of each dance, where these are known, be taught as well as the motions.
3. That children be encouraged to learn folk dances from their parents and others to show to their teachers on the playground.
4. That dancing on the playgrounds be done in groups for the pleasure of the performers, and that children should not be encouraged to dance solos.



Association of Italian Housekeeping Centres of Rochester.

JUST BOYS



SHALL WE MAKE PLAY A SUBSTITUTE FOR WAR—
OR LET THE SPIRIT OF ADVENTURE LEAD TO THIS!

SOCIAL CENTERS*

CLARENCE ARTHUR PERRY

Department of Child Hygiene, Russell Sage Foundation, New York City

Saturday night, in most places, is the only night of the week when the forces of education and righteousness frankly proclaim a truce with the working world and allow it untrammeled opportunity to spend, relax and revel. An evening so generally given over to the store, the theatre and the saloon is not the time when you would naturally turn to the schoolhouse for diversion. And yet to a person with a fondness for fellowship it is precisely the week-end night during the period from November to April when a visit to the Rochester School known as "Number Nine" will be most worth while. Even though a stranger in the city you cannot miss the place, because at the left of the Joseph Street entrance there is an illuminated sign saying:

SOCIAL CENTER
Clubs, Library, Gymnasium, Baths
Open

Wednesday and Friday	7.30 to 10.00	For Men and Boys
Sunday	2.30 to 6.00	For Women and Girls
Saturday	8.00 to 10.30	Lecture or Entertainment

In spaces below, a program is given:

WEDNESDAY: Address by a Business Man, "Do It For Rochester."

FRIDAY: Debate on Free Text-Books.

SATURDAY: Recitations and Impersonations.

SUNDAY: "Social" for the Women's Clubs.

On Saturday nights the side entrance is used and you will find a string of people ascending its stone steps at almost any time from 8.00 to 8.30 o'clock. Scarcely has the threshold been reached before your ears will be greeted with the sound of singing—probably words like these set to the tune of "Mr. Dooley":

Now there are some distinctions that are seen upon the street
For some folks ride in auto cars and some ride on their feet,
And worry about the price of clothes comes in and spoils the fun,

* Portion of one chapter of "The Wider Use of the School Plant," by Clarence Arthur Perry. Charities Publication Committee, New York. 1910. Price, \$1.25.

SOCIAL CENTERS

But there's a place where hats are off and rich and poor are one.

Strong and clear come the phrases but they do not so nearly drown the orchestral accompaniment as does the chorus that follows:

It's—at—the—Center
The Social Center
The place where everybody feels at home;
Forgets th' external
And gets fraternal;
And knows the time for friendliness has come.

Near the doorway stands a pleasant looking young fellow who turns away school children and welcomes strangers, who are then taken in hand by the ushers. The hall is an immense room whose only illumination at the moment comes from a screen over the platform upon which the words of another song are now projected by a lantern:

There once was a school-house, a great mental tool-house,
Was shut every night in the year,
Till the people who hovered around it discovered
That this was a folly too dear.
Said they, "If 'tis ours, then we have the powers
To use it whenever we will."
So 'twas opened at night, and to-day with delight
You can hear them a-shouting their fill.
Then in the chorus the whole, vast audience gives itself up to one prodigious yell of merriment:

E Yip I Addy, I Ay, I Ay,
Oh, Number Nine is O. K.!
For all Social Centers we'll yell and we'll shout,
But old Number Nine, sir, will beat them all out,
E Yip I Addy, I Ay, I Ay.

After another stanza and a double round of the rollicking chorus the lights are turned on and the details of the room become visible. Overhead are naked iron trusses which support the roof and to which are attached at regular intervals clusters of electric bulbs protected by wire cages. The horizontal bar, traveling rings and rope ladder which have been drawn up among the roof beams and also the parallel bars, pulley weights

SOCIAL CENTERS

and other apparatus along the unornamented brick side walls, show that the room is used as a gymnasium as well as a place for assembling. All the chairs are now filled; there are no children; every woman's hat is in her lap and the audience seems one solid, level mass of humanity. In a small space before the platform is stowed an orchestra of a dozen members of which the pianist and two violinists are women.

After a half hour of general singing a young man rises near the piano and gives "The Two Grenadiers" in a vibrant baritone voice. The applause is persistent but is finally quieted by the appearance upon the platform of a man in a business suit who walks briskly to the front and stands waiting for attention. "The president of the men's club," whispers a young woman to her neighbor; "the men are in charge to-night." When the room is still the chairman calls upon the secretary of the Women's Civic Club to make any announcements she has to offer. Thereupon a middle-aged Jewish woman with glasses comes down in front and cordially invites all of the women in the audience to attend a social meeting on the following afternoon. "There's just one place," says she, "where we all know that we are one in heart and that's at the Social Center. As one of our members expressed it the other day, 'I never realized before that people who are so different are so much the same.' The object of our club is to enable us to become better informed upon public questions and better acquainted with our neighbors. There are no dues or initiation fees and every woman in the neighborhood is entitled to membership. One week from Sunday afternoon our health officer, Dr. Goler, will give the club 'An Illustrated Health Talk.' All women are cordially invited to be present."

The chairman then calls upon the secretary of the Young Woman's Civic Club, who announces that "to-morrow afternoon the club will be favored with a talk on camp life by Miss Anna Jones." An officer of the Coming Civic Club informs the audience that on the following Friday evening it will hold a debate upon the resolution that "the Philippines should be granted full self-government" and all young men between seventeen and twenty-one are invited to attend and become members. He adds that at the close of the meeting on Friday a free gymnasium class will be formed. Then comes an announcement from the

SOCIAL CENTERS

chairman in his capacity as president of the Men's Civic Club. Last week they had heard an address upon "A Man's Right to Work"; on the coming Wednesday evening at eight o'clock the club will meet to discuss the same subject. "Each person present will be allowed to speak five minutes upon the topic of the evening or ask relevant questions. The large audience last week and the keen interest manifested by those who attended make the prospects excellent for a lively discussion the coming Wednesday. All men of the neighborhood, who are of age, are invited to attend and join the club. Membership is free. Meetings are held in a class room on the Baden Street side."

Then down the platform comes a figure which causes a perceptible hush in the room. Wearing a gray flannel shirt, flowing black tie and leggings that smack of the motor cycle, the man has the build of a wrestler and the face of a scholar. It is not what he says but something in his manner that makes you feel you are listening to one of your own home folks. The speaker tells about a playground which the Men's Civic Club at Number Fourteen have succeeded in getting, an improvement in the Carter street sewer brought about by the men at Number Thirty-six, the recipe exchange which the women at another center have instituted and the public art exhibition which in a short time will be held at the East High School. Already *Collier's* has promised its collection of original drawings while the canvassers among the local owners of paintings have so far not met with a single refusal. A week from that night the meeting in that room will be in charge of the women's club and the special feature will be an address upon "Public Health as a Political Issue" by a well-known New York physician and writer. Following the meeting there will be a basketball game and a general good time. For the benefit of strangers the speaker tells about the objects of the civic clubs in which the members talk "about the things that ought to be talked about" and find that they can "disagree agreeably," and of the social centers where it is being discovered that "beneath all seas the earth is one" and that "there is good even in the best people."

The dramatic readings and impersonations that follow these announcements are interspersed with outbursts of applause, during which the people in the audience make appreciative

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remarks to each other and the ice of formality is thawed in the warmth of a common emotion. After the last round of applause there is a sound of violins being tuned, followed by a couple of bars of music. At this signal each person picks up his chair and moves towards the wall. Those near the exits take theirs into adjoining halls and rooms while the others stack their seats along the sides of the room so that in the space of a few moments half the floor area is entirely cleared and several young men are walking about sprinkling powdered wax over its smooth surface. The orchestra strikes up a two-step. Immediately couples all over the room glide out onto the floor, in zigzag accompaniment with the pulsating music. The members of the reception committee seek out the strangers, introduce them to partners and then during lulls in the merriment show them around the building. They see the spacious kindergarten room where the club meetings are held, the class room next to it where magazines are spread out on a long table, books stand invitingly on open shelves, and checkers, chess and dominoes are available, and finally the shower baths with their marble compartments, modern plumbing and adjacent dressing room. On Wednesday and Friday evenings, it is explained, these are open for public use and everything is free.

ROCHESTER SOCIAL CENTER ACTIVITIES

The "general evening" which has just been described is the most comprehensive among these activities in that it, more than any other, brings men, women, young and old, together at an occasion which provides more or less abundantly for all their varied interests. In 1909, 366 was the average attendance at the 69 programs given in the three most prominent centers. The character of the speakers and their topics may be seen from the following selections:

Rev. C. A. Barbour, D.D., *Our National Wonderland* (illustrated).

Frank C. Dawley, *Bird Neighbors* (illustrated).

Mrs. Bertha Pendexter Eldredge, *Readings*.

Rev. Edwin A. Rumball, *The Personality of Ferrer*.

Dr. Samuel M. Crothers, *The Progress of Invention*.

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Professor Earl Barnes, Meaning of Education.

Bolton Hall, The Use of Land.

President Rush Rhees, Liberty and Government.

Mrs. Florence Kelley, The Work of Girls.

Misses Tuthill and Garzak, Musical Evening.

Professor Frazier, Servant in the House.

Instead of a dance or basketball game following the address or entertainment, the hour was sometimes given up to general sociability or to a gymnastic and athletic exhibition. The part apparently most enjoyed by the members, however, was the singing in which not only the lantern pictures were used but a book containing a number of songs like those quoted. As has been said, the general exercises at Public School Number Nine were held on Saturday evenings; at Number Fourteen they were held on Fridays, while at the West High School they usually occurred on Thursday evenings.

These three buildings situated, roughly speaking, among laboring, middle and well-to-do classes, are those which the Board of Education equipped most completely for social activities. But the board adopted such a liberal and encouraging policy in respect to all its buildings that young people and grown-ups all over the city, incited by the "good times" reported from the first centers, organized themselves into civic clubs and began to find their evening enjoyment also in class rooms and halls. The movement grew until eighteen, quite half of the total number of school buildings in the city, were used by various communities for social purposes; and besides the three centers named there were some half dozen others where "general meetings," having the chief characteristics of the one described, were also held.



Philadelphia Playground Association.

In playing team games suited to their strength, girls learn how to co-operate.
A girl is deprived of a part of her birthright if she does not
have the opportunity for team plays.



Philadelphia Playground Association.

All unconsciously the boys on the playgrounds are learning how to overcome
obstacles which they are to face later in life.

A PLAYGROUND MEETING WITH REAL PLAY ON THE PROGRAM*

LEE F. HANMER

New York City

It was the last half of the ninth inning with a man on third base and a run needed to tie the score. The pitcher sent a scorching "in-shoot" over the plate but it was met squarely by the bat, and a base hit, scoring the desired run, seemed inevitable. But "Don't count chickens before they're hatched," especially in a baseball game. Out from a cloud of dust in the right field darted a wiry figure, pulled down the whizzing sphere from an incredible height and, amid deafening applause, headed off the run and retired the side. This hero of the right field was none other than Joseph Lee, President of the Playground Association of America. Howard S. Braucher, Executive Secretary, played center field; G. E. Johnson, Superintendent of the Pittsburgh Playgrounds, shone in the pitcher's box; Harry Allison, Director of the Buffalo playgrounds, covered himself with glory at third base; Robert K. Atkinson, Field Secretary of the Playground Association of America, "gathered them in" behind the bat; and other well-known figures in the playground world distinguished—or extinguished—their selves at the bat and in the field.

Then there was volley ball, soccer football and folk dancing on the green. Mrs. James J. Storrow of Boston, Chairman of the Committee on Folk Dancing, Miss Beulah Kennard, President of the Pittsburgh Playground Association, Miss Charlotte Rumbold, Secretary of the Public Recreation Commission of St. Louis, and other playground leaders played ring games and danced the Highland Fling in the most approved style. It fact, it was a playground meeting with real play on the program.

Hitherto the annual congresses have been most dignified, with programs of learned addresses, scholarly discussions and formal exhibitions by much drilled and much bored little boys and girls. To some of the leaders it occurred that all work and no play might make a dull board of directors, so the program was arranged to provide for some real play at this congress. It should not, however, be called a congress, we were told. This gathering in Washington on May 10th to 13th was announced as the "annual meeting" of the Playground Association of America

* Reprinted from *The Survey*, May 27, 1911.

A PLAYGROUND MEETING

The program incorporated some of the features of the playground institutes that the Association has been holding in several sections of the country this year. Besides the business session, at which Joseph Lee was re-elected President and Howard S. Braucher, Executive Secretary, there were papers and discussions on the live problems of the playground, informal teaching of games to children brought in from the schools, stories by the inimitable Seumas MacManus, two evening meetings with formal addresses, an automobile trip to parks and playgrounds, a luncheon and a delightful children's festival at the Neighborhood House Social Settlement, and athletics, games and folk dancing by the delegates.

"Billy Burns," "The Tinker of Tamrock," and a host of other delightful Irish tales were admirably told by the prince of storytellers, Seumas MacManus, from Donegal, Ireland. In season and out of season a story by MacManus was demanded and the over-worked storyteller responded most graciously.

Probably the most valuable and practical feature of the playground meeting was the demonstration of playground activities by G. E. Johnson and his play leaders from Pittsburgh. They took Washington children whom they had never seen before and so successfully led them into the games and plays and songs and dances that in a few minutes they, all unconscious of the audience, were playing and singing with a zest and abandon that did one's heart good to see. Only by the bursts of enthusiastic applause were they brought back to earth to realize that they were part of an exhibition.

Miss Corbin and Miss Connor in the games, Miss Fisher with storytelling and dramatics, and Miss Canfield with the singing, made enviable records for themselves as "top-notch" play leaders. If some of the "doubting Thomases" could only have been there they would never again think or say that the work of a play leader could be done by a policeman or a park attendant. Of course only the interested were present, but they went away with a broader conception of the possibilities of intelligent play leadership and the firm resolve to employ on their playgrounds only the best, and to work for the establishment of such courses in normal schools and colleges as would make possible the training of such workers as Pittsburgh had developed.

The local committee spared no trouble in doing everything

A PLAYGROUND MEETING

possible for the pleasure and comfort of their guests. The automobile trip to the playgrounds and through the beautiful Rock Creek Park and the National Zoölogical Gardens ended at the Neighborhood House Social settlement, where we were the guests at luncheon of Arthur C. Moses, President of the Washington Playground Association. This was followed by a delightful "Spring Festival" by the children of the Neighborhood House, the street being closed for the occasion through the courtesy of the District Commissioners.

Truly Washington has the playground spirit and if the enthusiasm of the delegates is an index, the whole country has it, or is rapidly becoming infected. The children of America are at last coming into their rightful heritage. Twenty states were represented at the annual meeting and delegates were present from several of the provinces of Canada. In fact, "reciprocity" in playground matters has been going on with Canada for some time.



Philadelphia Playground Association.

The modern athletic contests may be made a part of art, just as surely as the ancient Olympic games in Greece.

BOOK REVIEW

THE WIDER USE OF THE SCHOOL PLANT*

ELMER ELLSWORTH BROWN, PH.D.

United States Commissioner of Education, Washington, D. C.

I should like to call especial attention to another of the valuable works issued by the Russell Sage Foundation, namely, the book by Mr. Perry, on *The Wider Use of the School Plant*.

Mr. Perry has treated in an interesting way of those several out-of-school uses of our schoolhouses and grounds which have attracted attention in recent years. He has the epic sense to plunge into the heart of his subject with some interesting incident or recollection, but before the chapter is ended we have a view of the historical development of that particular activity which is under consideration. So he brings before us in succession the evening schools and vacation schools, which have widened the scope and influence of scholastic instruction; the playgrounds, athletics, games, and folk dancing which have come not only to serve the purposes of entertainment, but have struck deep into the grounds of public health and the sweetness of common life; the public lecture and recreation centers, which have carried like influences into the adult life of the community; the new social organization which, in manifold form and method, has centered in the public schoolhouse. It is a most absorbing and suggestive review of a highly significant movement, and will be read with interest and profit wherever it goes.

* "The Wider Use of the School Plant," by Clarence Arthur Perry. Charities Publication Committee, New York, 1910. Price, \$1.25.

THE PLAYGROUND IN RURAL COMMUNITIES*

L. H. BAILEY

Director New York State College of Agriculture, Ithaca, New York

It is an old quotation that "variety is the very spice of life." It seems to be a mental need that a person shall have change in interest and in occupation if he is to lead the most resourceful and effective life. According to the old saw "all work and no play makes Jack a dull boy." It is just as true to put the statement the other way round and to say that all play and no work will make Jack at least an ineffective unit in the world, if it does not make him actually dull. At all events, it is true that all play and no work makes one a parasite. Therefore, I do not advise the introduction of play merely because it is play, but in large part because it is one element in the necessary diversity in life.

One's occupation and one's normal activities are really educational, whether they are consciously recognized as such or not. The nature of the outlook on the world is determined very largely by the character of the vocation and of the normal and necessary pursuits in life. The diversity in affairs, so long as one's interests are not merely dispersed, multiplies one's points of contact with the world, opens the mind, enlarges the horizon, stimulates the imagination, and, therefore, adds to one's resources.

There are two reactions to the conditions of life. One is the reaction of the person who would escape these conditions and be "free." As a matter of fact, there can be no real freedom so long as there are two or more persons in the world. The other reaction is to utilize the conditions of life as best we may for our happiness and growth. Of course, we are not to be satisfied with the conditions of life, else we make no progress; but we are to utilize the common occupations, the common play, the common diversion, and all the rest, as parts in a scheme of human evolution.

* Address delivered at Fifth Annual Meeting of the Playground and Recreation Association of America, May 10, 1911

THE PLAYGROUND IN RURAL COMMUNITIES

The consciousness that diversity of interest and experience is essential to best development is well expressed in the rapidly extending habit of reading, in the extension of good sport of all kinds, in vacationing, in the enlargement of the means of entertainment and enjoyment, and in the shorter hours of labor for operatives. It is now necessary that we effectively organize these agencies of diversification.

The farmer is no exception to all this. He needs diversion as well as other persons, but the farmer's business comprises the round of his life. He lives on his farm. His philosophy of life grows directly out of his farm and out of his occupation. He does not need to be transported wholly away from his business, and he does not require exclusively the extraneous and the exotic. He is able largely to control his conditions and he works for himself, and he ought to develop his own type of life. The farmer is a part of his background.

New prospects must be set before the farming people, as before all other people. There is no one movement or innovation that will solve the rural problem, any more than it would solve the city problem. The problem of re-directing rural affairs is very complex. The new rural civilization must gradually evolve out of the old. It seems to be clear, however, that we should provide the farmer with only such innovations as are strong, native and significant. We must not attempt to make him a city man, nor to take him out of his background. We must be careful not to impose his improvement on him, but to let such improvement grow out of the situation.

I am convinced that we need to give much thought to plans for rural re-creation. By the word re-creation I mean what it actively and verbally signifies,—to create again. I do not mean merely entertainment or amusement or diversion. We need to create broadly new real interests, new enthusiasms, and new incentives. This is not a question of play or of sports alone, but rather of the refreshing of the life in general.

MEANS OF RURAL RE-CREATION

If we are to have better rural re-creation, we must first of all have better agriculture. Better technical farming and a more carefully organized farm plan, will give the farmer the time that

THE PLAYGROUND IN RURAL COMMUNITIES

he needs for other interests. In future he will be able to command at least one day a week, aside from Sunday, for reading, study, vacation, and other forms of re-creation. He may not be able to secure this day in every week of the year, but he ought to be able to average this much. The farmer's free time is to come not so much by the actual shortening of the hours of labor each day as by the organization of his business in such a way that he will have whole days to himself. This will evolve a different philosophy of the lessening of the hours of physical labor from that which obtains in the workingmen groups; and this factor must be clearly recognized by our social economists. The farmer will not only overcome the physical slavery of his business, but he will acquire a useful degree of real mastery over his materials and his situation.

Rural re-creation must be projected for the entire rural population. It must apply to the old as well as to the young, and to the young as well as to the old; therefore, a formal playground scheme, while exceedingly useful, is not in itself sufficient to provide all the re-creation that the open country needs.

The rural re-creation should be properly educational. It should have relation to life, and not be merely a patch applied to the social fabric. It should be more than mere relief from toil. I think it is possible to develop a re-creational movement that will be educational at the same time that it will have all the needful elements of change, of reanimation, and of escape.

Rural re-creation ought not to be dominated by the towns, even though they are rural towns. Such enterprises should grow out of the finances and the consciousness of the open country. I should be glad to see the persons in the towns contribute their share to good plans of rural re-creation, but I should be sorry to see such plans supported by the townspeople. They should not be supported by merchants, bankers, implement dealers, grain dealers, cattle buyers, or other traders. Rural re-creation should not come as a concession to farmers. The farmer has a right to such development, as a part of his normal scheme of life. It is our position to aid him to work it out. We should head the playground movement toward the open country as well as toward the cities.

THE PLAYGROUND IN RURAL COMMUNITIES

Plans for rural re-creation should be manifestations, as far as possible, of real rural organizations, coming out of the grange, the church, the school, and other agencies already established. Some of the re-creational agencies that are already effective are grange picnics, school picnics and field days, family reunions, harvest home festivals, old home weeks, old settlers' days, celebrations of anniversaries, and fairs (particularly the local fairs).

THE PLAYGROUND

It is as impossible to develop good re-creational features in the open country without an establishment for the purpose, as to develop a good school without a schoolhouse and a teacher, or a good religious movement without a church building and a pastor. Every community should have a permanent place set aside for re-creational enterprises. This should have the greatest connection with the out-of-doors. It should be primarily a grove; and I suggest that if there is no grove in a community that is adaptable to such purposes, an area be planted definitely with this end in view. This grove should be provided with seats, picnic tables, and a speaking-stand. Somewhere in connection with it there should be a building, preferably one that would serve as a community hall. There should also be a regular playground, to be as consciously set aside for play and for games as a town-hall is set aside for public business or as a fair-ground is set aside for fairs. Perhaps the local fair-ground could be incorporated into the re-creational scheme.

We must distinguish between games and play; and also between athletics and play. We should, of course, develop many good games; but we specially need to have kinds of play in which all the young people may engage. Games are likely to be organized for the few rather than for the many; and athletics is the development of feats of skill on the part of a very few players.

It is essential that we make the most of all the common, native and usual kinds of play and games. No doubt something can be done to revive old-fashioned sports. The introduction of exotic and theatrical sports is undoubtedly desirable in many cases, but they should be projected on the background of common indigenous activities.

THE PLAYGROUND IN RURAL COMMUNITIES

Play is worth the while when it is merely spontaneous and undirected; but it becomes very much more useful as well as more enjoyable when it is definitely organized and supervised. The time is coming when we must have in each large rural community an expert in re-creation as we now have an expert in teaching, an expert in ministering, and as we shall soon have local experts in various phases of farming. These experts will organize what will be essentially experiment stations in social practice and social justice. They will introduce not only games and play, but also re-direct the music, the drama, and many other public expressions of the open country.

THE THING TO BE DESIRED

Many interesting suggestions are now being made for the more rapid evolution of country life. Certainly not all of them can be worked out in our lifetime. Perhaps many of the suggestions will be found, on experience, to be impracticable, but I am convinced there are two objects that need always to be kept in our vision: we must aim to diversify country life; and we must likewise aim to make it active.



The beautiful grove would not be as beautiful for these country girls but for the hours here spent in joyous play.

"WIND BLOWS"

L. H. BAILEY

There is a game the children play
In country districts far away,
As quiet as the rains and snows
And native as the grass that grows.
"Wind blows" they call this simple game,
And all the fields is in the name.

Billow and roll
Bellow and toll
'Bout tree and knoll
The round winds bowl
 Roundly and roundly rolling;
And fast or slow
Or high or low
We halt and go
When round winds blow
 Like bells and bells a-tolling.

Wild dry days with all things flowing
Flight of leaves down bare fields ranging
Clouds adrift and white winds blowing
Straight and steady and unchanging
Dust-filled highways ever going
And the tree-tops onward bending,—
Sail and gallop surely knowing
Where our journeys will be trending.

Under and over and under
Over and under and over
Tearing the orchards asunder
Lodging the wheat and the clover
Plunging the woods with its thunder
Headlong and change as a drover,—
Where we are going I wonder—
The wind and wind is a rover.

"WIND BLOWS"

The clear summer breeze
Lies deep in the trees
With hum of the bees;
We wander away
In the blue June day
With the winds to play;
And we hardly know
What way we should go
So softly they flow.

So that is the way
That the children play.
They step from the door
With the fields before
And follow the course
As they feel the force
Of winds as they pass
In gardens and grass,
Like a thistle seed
From its prison freed.
And tiring to roam
They turn themselves home.

Oh children, children, many a day
I've followed the winds in fields away,
To birds a-wing and the river-flows
To meadows free where the wild phlox grows,
When woods and shores and life were the aim
And texts and schools were only a name.

And I never will be so old and gray
But I'll track the winds in their wander-way.

RURAL RECREATION *

HON. WILLIAM KENT

Kentfield, California

I have listened with great interest to the remarks of Professor Bailey. It seems to me that the farm life of our country must change and be modeled more on the European system of rural communities, with farms surrounding rather than our American plan of one house situated on a quarter section of land or more. The irrigated country, with the possibility of intensive cultivation of small areas, brings people nearer together and makes the community easily possible. The fundamental trouble with our farm life has been its unsocial loneliness, which has been little less than murderous to the over-worked women.

The rural recreation permitted by the old pioneer conditions was pretty well confined to fishing and hunting. The social occasions were too rare to be taken normally, and frequently were of more harm than good. With closer settlement and better transportation, there comes the possibility for more normal social life and immediately the demand for the playgrounds and recreation centers. The recreation idea, of course, must be taken in its larger sense and not merely confined to the idea of amusements. The playground is no less necessary in the country than in the city, although the early idea of the small park and playground carried with it an idea of transporting a little of outdoors into congested centers.

I presume I am asked to speak here because I helped my mother to establish what is known as Tamalpais Centre in a suburban community near San Francisco. This was in the nature of an experiment. Our community was like many another in having its stratifications of society. The most objectionable features were a number of saloons that were rendered unusually noxious from the fact that they were the attraction that brought a large number of disreputable people from the great city into our neighborhood. The time came when the community objected, and these were put out of

* Address delivered at Fifth Annual Meeting of the Playground and Recreation Association of America, May 10, 1911

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business. They would not have been eliminated unless we had had this Centre to point to as a public institution to promote rational pastime, which would be injured by the saloon associations. A building was put up and ball ground and race track laid out, and a childrens' playground with apparatus was also furnished by one of the neighbors. We found that the people would not travel on schedule. They liked some features of the entertainments furnished and failed to appreciate others. A great many dances were held in the building by all sorts of social organizations. A few lectures were well attended; interest in baseball was sporadic and the race track was fairly well used. The study classes provided did not seem to succeed very well, although the dean of the Centre, Mr. Ernest Bradley, was remarkably well qualified to carry them on. The great success of the institution was the Woman's Club, which started out with open doors to all the women of the neighborhood and has succeeded on an absolutely democratic scheme. This club has been the backbone of the work, and, with its more than one hundred and fifty members earnestly studying the problems of the county and enjoying themselves in their social life, is having a great influence for good. The children's playground has also succeeded remarkably well. A playground instructor is on hand, not only to help the children, but to instruct the public school teachers so that they in turn can organize the play in their schools. It is much better that I should refer to the report of Mr. Bradley concerning the work up to the present time than that I should string out my remarks. Ours was an experiment in sociology, an attempt in a new field, and we cannot know the results until eight or ten years more have passed. One thing is sure, and that is, it will never amount to anything as a social scheme until it becomes self-supporting and is sustained from public taxes as a normal community enterprise. Such centers are needed by the people in communities of every sort. They should not await the impulse of someone able to give them, but should be established and paid for by the community. They are sure to bring a better social life that will lead toward social justice, and we can never have social justice or real democracy until each understands the other fellow's problems.

A RURAL EXPERIMENT



A COMMUNITY RECREATION CENTER, KENTFIELD, CALIFORNIA.

A RURAL EXPERIMENT

REV. ERNEST BRADLEY

Dean of Tamalpais Centre, Kentfield, California

The reasons for making this statement about our work at Tamalpais Centre are threefold. In the first place it is offered to our friends,—men, women, and children,—as a record of some of the things we have been able to do; in the second place it is offered to those who are continually writing to us from all parts of the country for information; and in the third place it is offered to those who, sitting in the seat of the scornful, prophesied failure for the experiment. It is true that we have not had the success we anticipated along certain lines, but then this is true of all work of this kind. Because we have failed in some things, we are the

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better able to rejoice in the things that have been a success; and the things that have been a success are worth while. Tamalpais Centre has had a good influence upon the county at large, to say nothing of what it has done in its own immediate vicinity. It is in keeping with a great movement that is already beginning to make itself felt all over the country, a movement which means for our rural communities "better farming, better business, and better living." We might truly say that Tamalpais Centre was a pioneer in this movement for better living in rural and suburban communities. For many years statesmen, clergymen, and social workers have been wondering what was the matter with our country towns, which were being so systematically drained of their best men and women, that those who were left behind seemed to have lost all heart to better their own condition. Then it was realized that the difficulty was to a very large extent a social one, and that we must expect the city to attract the countryman in the future as it has in the past; the immediate thing to do was to "recognize the necessity of building up the life of the country upon its social as well as its productive side," and to insist upon the rural community coming to its own again as one of the co-ordinating forces of our national life.

Realizing this there have arisen recently a number of men and women who have been willing to give their money, or their time, or both, to social experiments which have for their aim better living in country communities. Among those experiments is Tamalpais Centre. Within an hour's ride of San Francisco, this work may be considered by some to be a suburban experiment, but it has so many qualifications which make it a kind of norm for other communities to follow, and so many problems which belong to the country, rather than to the city, that I have not hesitated to call it a rural experiment.

Tamplais Centre was born on May Day, 1909. It is situated at Kentfield, Marin County, California, and is the gift of Mrs. A. E. Kent to the towns of Southern Marin. It is centrally situated and admirably adapted to the work contemplated by the donor. Twenty-nine acres of level land, at the foot of Mount Tamalpais, and surrounded by wooded hills, have been donated, and also a splendidly equipped club house. In addition to this the Hon. William Kent, the son of Mrs. A. E. Kent, gave a fund of ten

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thousand dollars to fit out the grounds and to reclaim a portion of the land, subject to winter overflow. Suitable apparatus and equipment for a children's playground were also given by Mr. John Martin.

As an organization, Tamalpais Centre consists of a corporation of eight directors, and thirteen other men who together make up a board of twenty-one trustees, one of them being the executive head with the title of dean. The trustees in inviting the present dean to be its executive head struck the key note of its policy when they said: "Tamalpais Centre, as you know, has been established to meet the social needs of our time and place. It must be a center of neighborliness wherein all of us working together may more fully enjoy the life granted each of us. It is destined to mean opportunity for rest, recreation, and instruction to men, women, and children. Our community is composed of people of all creeds and no creeds. Any recognition of denominationalism in our work would destroy the possibility of each of us being able to claim the Centre as his own."

A large space of the acreage has been devoted to baseball, and has been used continually during the last two seasons by several local teams, as well as by visiting teams. There is also a half mile track for the speeding of horses, a necessary adjunct in a village community. No betting is allowed, actual racing is placed on other days than Sunday, and if the men feel that they must swear, as horsemen sometimes do, they are asked to swear low. There is also ample room for tennis, basketball, running tracks, and the things called for in a well equipped athletic field. These features are for use every hour of daylight and seven days in the week, except that no Sunday dancing is allowed.

About this federal head known as Tamalpais Centre are grouped the various associations and classes which speak for its educational and social ideals. These organizations are independent of each other, having their own officers, and for the most part raising their own funds, and also paying a small per capita towards the general expenses of the Centre. They represent the application of the social ideals of good will and neighborliness, not to the congested districts of a large city, but to a suburban and rural community. The people we are after are not the poor, for there are few such in the district, but the tolerably well to do. After two

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years' work we may speak, not of what we intended to do, but of what we have done, and of what we are doing. Many things we intended to do have not materialized, and some things we have tried to do have turned out failures. Like every new social experiment we have had our difficulties, and some of them remain to this day, and are likely to remain until the population of the community increases and the railway fares are less prohibitive to those of our friends who live in the nearby towns. Apart from these difficulties there have been the usual number of people sitting in the seat of the scornful, and the usual number of troubles which come to an infant organization—sneezings, colds, measles, and what not, but as we expected these things our disappointment has not been as keen as disappointment usually is.

We have tried first and foremost to speak and act like good neighbors in a community where people appeared to love their isolation, and where they were naturally suspicious of the work we had in hand. We have gathered a few here, and a few there, until at the present writing Tamalpais Centre shelters some fourteen different organizations and classes. Among those organizations the place of honor belongs to the Woman's Club. The women have made good as they always do when they support a good cause. Though but young the club has established some very good traditions such as an annual Wild Flower Day, Old Settlers' Day, and May Day. They have held many interesting sessions and raised a considerable amount of money for furnishings and improvements on the club house. They have conducted lectures on the topic of "Our Own County," and looked into such things as a pure milk supply, public institutions, Indian traditions, geology, botany, woman's suffrage, and kindred subjects. It may readily be seen that this woman's club is the nerve center of a social ideal with a serious purpose. It affords an opportunity to the women of the county to make their influence felt, not only in the more common business of social clubs, but in the things that educate, the things that make for good citizenship, and a purer democracy. The club is now in its third year, has a membership of over one hundred and sixty, has been remarkably free from discord, and is full of enthusiasm for the future.

The next organization worthy of mention is the Friendly Circle. This circle is a club of working men and women with a membership



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of sixty. It is an attempt to solve for a village community the so-called servant problem; and we are finding out that it ceases to be a problem as soon as the man or woman who drives our horses, or who digs our garden, or who cooks our dinner is looked upon as an efficient co-worker and friend. We must have got the idea of the name "Friendly" from the Kents who have no servants in the ordinary sense of the term. All whom they employ are friends, and nobody ever heard of a servant problem on the Kent place. The circle meets on Wednesday evenings at nine o'clock, and then for two hours we dance, play games, read, recite, and sing. A program is not usually arranged, and there is seldom a dearth of something to do. Everything is as natural as it can be, and there is a spirit of *comaraderie* which levels all problems, and bridges over social inequalities. During the actual rainy season, when many of the people go to the city for two or three months, the circle takes a holiday, but nine months in the year the average attendance is about forty men and women. Attached to the circle is a civil government class for working men who are looking forward to American citizenship.

Tamalpais Centre has also a Literary Class which meets every other Tuesday evening, and has a membership of twenty-five men and women. Among other things we have studied plays of Shakespeare, Stephen Phillips, Edmund Rostand, and the Book of Job. After the study of the evening there is a social chat around the big fireplace with a cup of coffee, or a social hop in the large hall for those so disposed. It is not every literary society that can read the Book of Job and finish up with a two-step, and yet it is done at the Centre, and done without appearing incongruous.

One of the best pieces of work that Tamalpais Centre is doing is along the lines of the playground movement. We have organized the teachers of the public schools into a playground association. The women teachers from nine or ten different school districts meet at the Centre every Wednesday afternoon for a practical course in playground work. The teachers not only enjoy the work, which is naturally of a social and relaxing nature, but they are carrying the idea of supervised play into their own school yards, and the children all over the southern part of the county are learning folk dancing and the traditions of play which cannot help being an untold blessing to all concerned. These same teachers and

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children make up the groups for our May Pole contest, which is held on some day near the first of May. This year eight schools have entered, and will dance for the trophy, which is a silver cup. An interesting feature of the Teachers Playground Association this year was the meeting of the County Institute at Tamalpais Centre for one day during its session. The day was a revelation to them all. There was not only the usual instruction, and dry routine of business, but the teachers and children gave a splendid exhibition of folk dancing and games, and then, during the lunch hour, the whole institute turned in to dance and play with such energy that the superintendent had some difficulty in calling the teachers to the routine of business again.

The children's playground work at Tamalpais Centre is under the trained leadership of a young woman, who, besides the regular outdoor work, has three children's classes under her charge, and two women's classes. Connected with this department, and under male supervision, are the boys' baseball and basketball teams, and the Knights of King Arthur. It has been the ideal of this playground department to teach that the real work of the playground movement lies, not in setting apart spaces for play, or in erecting costly apparatus only, but in supplementing these things with instruction and arranging a program of plays which have special relation to the development of children and the making of good citizens.

Besides these features of which I have spoken there is a Driving Association for the speeding of horses, and various groups of men who use the grounds for baseball on Sundays and holidays. During the past two years there have been art classes, religious study classes, sewing classes, dancing classes, civil government classes for women, a story hour for children, and a series of pleasant Sunday afternoons around the fireplace, of a literary and social nature.

The purely religious service has not been introduced. The nearest approach has been a series of civic services held on the Sunday afternoons preceding public holidays. These services have stood for the highest things in the commonwealth. All creeds and no creeds have been represented. Here we have gathered, not because we were this or that, but because we were Americans. We have tried in a feeble way to approximate an ideal which Dr. Jenkin

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Lloyd Jones gave to us at our opening, and that is to be "an embryonic cathedral, the communal meeting house for which democracy waits, and which the highest religious inspiration as well as the growing ethical instincts of the community demand." These services have been fairly well attended, and would, ere this, have developed into a regular institution, had it not been for the prohibitive railway rates, and an inconvenient time-table.

The Sunday school might be considered an exception to any attempt to foster a religious service upon the community, because it is something that has been forced upon us. The nearest churches or Sunday schools lie in the towns and villages about us, so that Kentfield itself is peculiarly deficient in this respect. Realizing that something should be done for the children, the dean of Tamalpais Centre gathered his own children about his own fire-side every Sunday morning for religious instruction. It was not long before other children asked permission to attend this fire-side Sunday school. Then as the school grew in numbers and the winter came on, the children were transferred to the Centre building and organized under the name of the Sunday School of the Neighborhood. The instruction is non-sectarian, and we have four teachers, and over thirty boys and girls. At Christmas we held a manger service and invited all the young people interested in the Centre from the surrounding towns and villages to bring presents of toys, and books, and games for the children of the Catholic and Presbyterian orphanages of the county. Over two hundred boys and girls accepted the invitation and it was an inspiring sight to see them march up to the manger and deposit their simple gifts for their little orphan friends. In connection with the Sunday school I was asked the other day what I thought was the best piece of moral work Tamalpais Centre was doing in this immediate community. I answered that it was in teaching boys and girls, many of whom had been in the habit of running around all day on Sunday in old clothes, to put on their best "bib and tucker" as a mark of respect to God and to a day which civilization had set aside for worship. All the boys and girls come down to the Sunday school looking as spick and span as it is possible for them to look, and the result is at least civilizing, if not indeed religious.

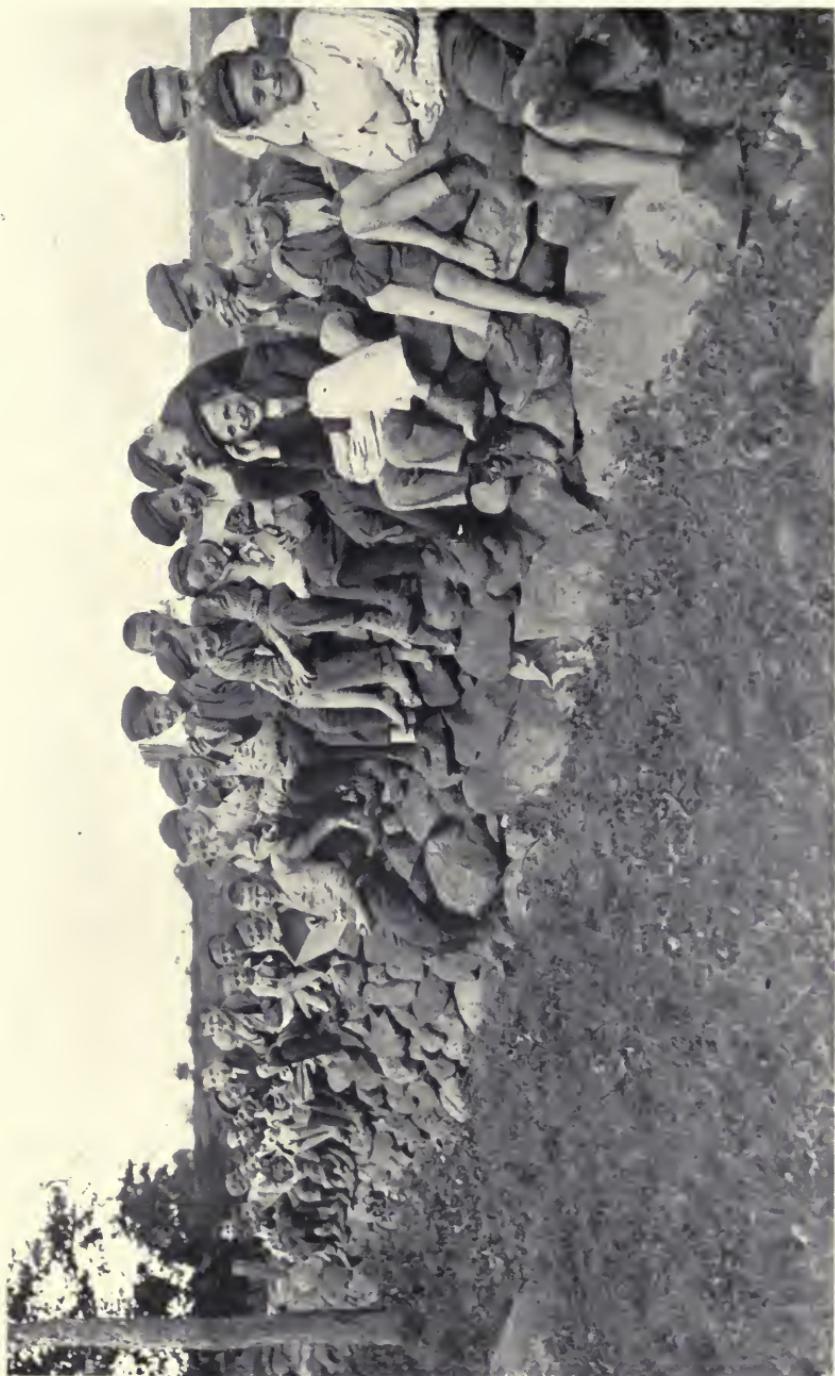
The spacious floor of the club house at Tamalpais Centre is a favorite gathering place for the high school students of San

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Rafael for their class dances, and also for church fairs, as both the Catholic and Episcopal churches in the neighboring towns have used the building on several occasions. Entertainments are given from time to time and are fairly well attended.

The largest gathering held in connection with the Centre is the annual May Fete. Last year nearly six thousand people were on the grounds and over one hundred track, field, and platform events were participated in by the boys and girls of the county. The May Fete began three seasons ago as a kind of a free for all event for everybody who came, but since then it has been the policy of the administration to encourage the schools to take up the affair and make the fete in a peculiar manner their own. This year two-thirds of the events were under the supervision of the teachers of the public schools, and the trophies, which were for the most part cups, were contested for with remarkable enthusiasm. The procession, led by the band of the St. Vincent's Orphanage, is one of the main features of the day, and as the various groups of contestants pass by the queen's throne, round after round of applause is given by the parents and visitors.

Such is the work we are trying to do at Tamalpais Centre. It speaks for itself, and in spite of whatever failures we have been compelled to register, it deserves to live. Its life, however, will depend on the community realizing the possibilities of the experiment. A most valuable piece of property has been presented to the people of Southern Marin. Many of them appreciate it, and some do not. It is within the bounds of reason that most of them will appreciate it in the course of time. With the incoming of a larger population, with less prohibitive rates on the railway, and a more convenient time card of trains, more and more people will use the club house and grounds, and as the years go on the venture will become self-supporting. With such an excellent woman's club as the backbone of the institution, one need not fear for its future.



THE BOYS OF A COUNTRY SCHOOL ON A TRIP TOGETHER

THE RURAL SCHOOL AS A SOCIAL CENTER*

MYRON T. SCUDDER

Headmaster The Rutgers Preparatory School, New Brunswick, New Jersey

When the rural school really finds itself it will pay much attention to wholesome indoor and outdoor recreation. There will be social evenings, lyceum activities and clubs of various sorts, there will be the woodcraft and water sports of the Boy Scouts



VOLLEY BALL AT A PLAY FESTIVAL IN THE COUNTRY

Memories for Years to Come.

and Camp Fire Girls, as well as the plays and games and contests of the playground and athletic field. All these things and more are included in the wider meaning of the words play and playground.

It has been suggested that the playground as it is now conceived ought to be called the "outdoor" school, for such it

* Written for the Year Book of the National Society for the Study of Education

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really is, while the meaning of the word play must be extended to include all means of passing one's leisure or recreation hours.

Play is the rightful heritage of country children as well as of city children and it is to the district schools that we must look in largest measure to see that these children come into their own.

An adequate program of play would include pleasurable outdoor and indoor occupation, for (a) homes, (b) day schools, (c) Sunday schools, (d) other social organizations, public and private, suitable for Sundays as well as for week days, adjusted to the season of the year, and adapted to the needs of (1) very little children, (2) children from eight to thirteen, (3) boys and girls in the adolescent period, (4) adults, sex as well as age being taken into account when necessary. The word play thus broadened brings us into the realm of kindergartens, manual training departments, vacation schools, summer camps, boys' clubs, girls' clubs, nature-study clubs, camera clubs, collection clubs: it has to do with swimming, fishing, boating, skating, skeeing, and snow-shoeing; also with all forms of athletics; with the use of tools and implements, with the use of clay, plasticine, paper pulp, and putty for modeling; with the use of tops and marbles, bean bags, balls and kites, stilts, toys, soap bubbles, cards, dissected maps, scrap books, and the myriad other amusement materials, plays, and games which are the heritage of the human race, and without sharing in which no child can grow to complete manhood or womanhood, and no adult can live a cheerful, joyous, well-rounded-out life.

It must be borne in mind that play in the country is not so much to promote health as to develop the higher social instincts, to introduce another powerful centripetal factor into country life which will tend to counteract the expulsive features which have been so actively depopulating our rural districts. The country child does not play enough. His repertoire of games is surprisingly small and inadequate. If he would play more he would love the country better, see more beauty in it, feel the isolation less.

And he would play more if conditions were favorable, for, unfortunately, they are not favorable to play. He does not know how to play or what to play; his parents are usually out of sympathy with play; and in the country schools not only are

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his teachers as ignorant as himself in regard to these matters, but even if the child and the teacher *did* know, the school trustee would in many cases interpose objections and forbid any effort in the direction of organized play or athletics. Left to themselves only a comparatively few country districts will attempt to do anything. Initiative will have to come from the outside, but experience shows that with tactful persistence and with organized action considerable may be accomplished even in a short time.

A very important result of play in the country is the development of community spirit which is so seriously lacking in rural districts. There seems to be so little to hold people together. Social forces are centrifugal rather than centripetal. But once interest children in play, get them to organize teams, design and make a school banner, compose and learn a school cheer, adopt a distinctive athletic costume or even a celluloid button which is to be worn when they go to the next great play festival and compete with other schools, and there will be no lack of community spirit so far as the children are concerned, and the adult population will soon be catching something of it too.

As the school is the natural play center of the community, and as supervised play is the only really good kind of play, it follows that the teachers must be play leaders. It is a sorry fact that so few of them are interested, and that so few know how to play. This suggests that courses in play should be given in normal schools and in teachers' training classes, and that teachers' institutes and associations should take the matter up as practically as possible in their meetings. The country school teachers are handicapped because they are obliged to work almost single handed. They must go to the grange for encouragement and assistance, and they will get it too, for the grange has many wide awake men and women who will gladly co-operate. The normal schools too, and agricultural colleges must go to their aid, help lay out the grounds, perhaps construct some apparatus, teach new games, assist in conducting badge competition contests. Several of these institutions are already doing these things.

Another very important source of help is the County Work

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Department of the Young Men's Christian Association. Indeed most of the play propaganda in rural districts has been carried on under the County Work secretaries, and it is a splendid story that we get from Ulster, Dutchess, Orange and Rockland Counties in New York state, from White River Junction in



WATCHING A RURAL PLAY FESTIVAL

This man was once a boy himself. The memory of the old days comes back.

Vermont, and many other places where the Young Men's Christian Association men is teaching and practicing the gospel of play among country boys.

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The most important factor in promoting play in the country is the Field Day and Play Festival, the great day of the year when the country schools of the district or township meet at some central point and pass the day in play. Since the first field day of this sort was started six years ago in New Paltz, New York, the idea has spread from ocean to ocean and it may be said that the Field Day and Play Festival has become an important rural institution in this country. This has been carefully described by the writer of this article in the little manual published by the Playground Association of America, "The Field Day and Play Picnic for Country Children." Guided by this manual many of these occasions have been successfully administered in all parts of the United States.

This article cannot go into the matter of play organization, ways and means, and play day programs for rural schools. Its purpose is merely to indicate the more obvious phases of the play propaganda in relation to these schools, to point out leads that may be followed up. Perhaps it is not too much to say that through properly supervised play and through a series of properly conceived and well conducted festivals the civic and institutional life of an entire county or district, and the lives of many individuals of all ages, may be permanently quickened and inspired, the play movement thus making surely for greater contentment, cleaner morals, and more intense patriotism and righteousness on the farm lands and in the village populations of our country.

RURAL RECREATION SECRETARY

The time is coming when we must have in each large rural community an expert in recreation, as we now have an expert in teaching, an expert in ministering, and as we shall soon have local experts in various phases of farming.

L. H. BAILEY,

Director New York College of Agriculture,
Cornell University, Ithaca, New York.



EDUCATION THROUGH PLAY

Is it worth while for the child to know the trees and birds—to learn the moods of Nature?

EVENING RECREATION CENTER WORK BY A UNIVERSITY *

EDWARD J. WARD

Acting Secretary of the Welfare Department of the University of Wisconsin,
Madison, Wisconsin

This annual meeting has been a satisfactory one in at least two things. This evening in this room somebody said, "Is it not a great thing to see the president of this association so far forget himself as to engage in the folk dancing?" I replied, "It is indeed a great thing to see him so far remember himself as to show that he really practices what he preaches."

Possibly the best way to begin the short story of what is being done at the University of Wisconsin would be to tell you of the recreation field day in the new capitol at Madison, Wisconsin. A joint public hearing of the assembly and the senate was granted on two bills, the first of which declared the right of the citizens in the community to the use of their property in schoolhouses and other public buildings for civic purposes during the times when they were not in use for their prime purpose. So far as I know, Wisconsin is the first state to establish the right of her citizens to the by-product of their civic machinery. The second provided for a department of public recreation. Motion pictures were used at this hearing as a means of showing how the idea of the organization of recreation centers by the University is extending throughout the state. Let me tell you about two men and one woman who appeared at that hearing. The first was a newspaper reporter who had become so interested in the evening recreation problem through his being detailed to write it up that he paid his traveling expenses to come a hundred miles to plead for these two bills. The second was Jenkin Lloyd Jones of the Abraham Lincoln Center, who got up from his sick bed to come and address the Legislature, not from the point of view of the city's need, but from the point of view of the need of the rural com-

* Address delivered at Fifth Annual Meeting of the Playground and Recreation Association of America, May 12, 1911

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munity for organized, intelligent, social and recreational opportunities, especially in the evening. The third was Mrs. Alice Merry, who last year began the organized effort to play in Lapham Park. You have heard of Schlitz beer that is made in Milwaukee, and of the Schlitz Beer Garden that was a famous resort in that city for so many years. When this property came into the possession of the city Mrs. Merry one day found three children playing there. Without any right or permission she asked the children if they didn't want to play with her. This they did and promised to bring other children the next day. The next day there came two hundred and fifty. With the names of those two hundred and fifty children she went to City Hall and thereby secured the Park Board's support of what has come to be known as Lapham Park Neighborhood Center and Playground. Today, largely through her efforts, it is possible to walk into the old Schlitz Beer Garden, go up to the bar, put your foot on the rail, and ask for something,—and you get a book from the branch public library! The use of the Capitol in the evening for the discussion and presentation of that idea is a novel means of education and it seems to me an important one.

As for the other things the University is doing in the way of promoting recreation and especially in the establishing of evening centers, let me say first that the University, for a number of years, through its extension division, has been supplying to groups not only lectures and libraries, but opportunities for debate and discussion on almost any subject that could be suggested. It stands ready to supply such material as this to any community using its school building for evening centers, but that has been distinctly educational. This year, along with that and in similar lines with it, and because it is just as educational, the state university has established the beginnings of a state motion picture film exchange, with the idea of providing free of charge to any evening recreation center, whether schoolhouse, or library, or whatever, motion picture films of an educational and valuable character. In order to help communities to realize what a magnet the motion picture is in getting all the people together in the evening,—even the foreigners who do not understand English,—the University has



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supplied itself with machines and a staff of mechanics to be sent into the rural communities in order to give demonstrations to prove that it would be advantageous for that community to supply itself with a machine so as to be able to take advantage of the film exchange at the University. This has been going on for about a month, and was accomplished with the help of Mr. John Collier, educational secretary of the National Board of Censorship of Motion Pictures. The effect of that and its success make me feel that the University has found a splendid practical means of gathering the people together for the beginnings of a civic and social and ultimately recreational development of all kinds. As soon as a community has become excited over anything it responds and awakens to its need; then is sent a man to the community to plan the organization of the town for civic and social recreation activities. Immediately the problem arises of how to start. The fact that we have as head of the department of physical training Professor Ehler, who is also a director of this Association, means much in solving that problem. The first thing after the town meeting is the suggestion that the community, even though it be a little one, get a man to aid in the organization of a sane Fourth of July celebration, or a play festival of any kind that is appropriate to the season of year, and then if he makes good, it is suggested that he be engaged for the whole year as supervisor of recreation in the town. Four rural communities have already sent in applications for a man to come to them in this capacity. Where are we going to find people to fill these positions, you ask. Professor Ehler came to Wisconsin because the authorities had come to the belief that a state university should not simply give training to the fellows who need it least, but that the play spirit should be developed in all the students, and that students should be trained to go out through the state and, in turn, develop the play spirit among the people. The two things Professor Ehler is working for are the development of the play spirit among the students, and the selection from the student body of those men and women who are capable to be play leaders so that when they go out they shall know how to organize the recreation of their community. This in a general way is the plan of the University of Wisconsin to help on the recreation movement throughout

REPORT OF THE COMMITTEE ON BOY SCOUTS

the state. The University has found that by this means, which is distinctly educational it reaches a class of people that it could not reach by sending the usual university extension lectures or material. It is no less interested in educational things in a more restricted sense, but it recognizes that recreation is essentially education, and that civic promotion is essentially education.

As I have come to be acquainted with rural conditions it has seemed to me most pathetic to find the young fellows coming to the cities seeking sociability and finding it there. It is a proof that we are of one blood, and that our differences will disappear as soon as we shall come to know each other well. This year's work has taught me that the rural community needs to have developed the atmosphere of genuine sociability and a spirit of freedom from prejudice, just as does the city community.

In its mission of recreation, the Playground and Recreation Association of America must carry its message to city and country alike.

*REPORT OF THE COMMITTEE ON BOY SCOUTS**

The Boy Scout idea is so new and the work thus far of such an experimental character that the committee is not prepared to make at this time recommendations of a very definite character. The topic, "Boy Scouts on the Playground," has been taken up at each of the four playground institutes and at three of these institutes demonstrations of Boy Scout activities were provided by local patrols of boy scouts. The delegates have uniformly expressed interest in this movement and have inquired about the details of organization and methods of procedure. Printed matter on this subject is available at the National Headquarters of the Boy Scouts of America, 200 Fifth Avenue, New York City.

Your committee believes that this plan of work with boys may be used by the playground directors to great advantage in getting hold of the older boys. There is no good reason why

* Report given at the Fifth Annual Meeting of Playground and Recreation Association of America, May 10, 1911

REPORT OF THE COMMITTEE ON BOY SCOUTS

each playground should not have its troop of boy scouts made up of patrols of eight members each. The plan of the organization is that each patrol shall have a leader who shall be responsible to the scout master for the boys in his group. The troop consists of a number of patrols in charge of a scout master. This scout master may be the director of the playground, or some young man whom he may secure to take charge voluntarily of this work for him. The patrols might be used in turn to look after the placing of apparatus, the regulation of its use under instruction from the director and the keeping of order on the playground.

It will be necessary to watch the development of this work during the coming year and find out just what features of it are applicable to the playground and how it can be used to advantage with the older boys. A plan of inter-troop competitions has been devised which might be used to advantage where there are several playgrounds in the same city, or inter-patrol on the same playground. The troops representing these different playgrounds would compete for a troop banner which would be held by the winning playground for a period of about one month. This plan is presented here merely as a suggestion. It is as follows:

INTER-TROOP COMPETITION

A banner is awarded monthly to the troop scoring the greatest number of points under the following plan:

- (a) A patrol shall consist of eight scouts, one of whom shall be the patrol leader.
- (b) A troop shall consist of three or more patrols.
- (c) A scout may not change from one troop to another without the consent of the scout masters concerned.
- (d) The total number of points scored by a troop shall be divided by the number of patrols in the troop, thus giving the average point winning ability of a patrol. This will make it possible for small troops to compete successfully against large troops.

REPORT OF THE COMMITTEE ON BOY SCOUTS

EVENTS AND CONDITIONS UNDER WHICH POINTS WILL BE AWARDED

1. PROMOTIONS

Number of points awarded to scout passing tenderfoot requirements	5
Second Class	10
First Class	15

2. MERIT BADGES

Number of points awarded to scout winning merit badges..	20
(A scout may win as many as he chooses.)	

3. CAMPAIGNING

Knots

Points awarded to scout tying knots (each knot tied and named)	2
(Duplication not permitted.)	

Fire Lighting Without Matches, with Fire Sticks

	<i>Points</i>
3 minutes.....	25
5 "	20
6 "	15
7 "	10
8 "	5

Note—One trial allotted to each scout every month.

Water Boiling

Note—This test may be taken but once a month. The scout must gather his own wood. This must not be done previous to the time of the test.

	<i>Points</i>
6 minutes.....	25
8 "	20
10 "	15
12 "	10
Over 12 minutes.....	5

The following sized vessels may be used:

5 inch diameter or smaller—1 quart of water.

8 inch diameter or less—2 quarts of water.

REPORT OF THE COMMITTEE ON BOY SCOUTS

Swimming on Breast

	<i>Points</i>
50 yards.....	25
40 "	20
30 "	15
20 "	10
15 "	5

Swimming on Back

	<i>Points</i>
25 yards.....	25
20 "	20
15 "	15
10 "	10
5 "	5

Note—One test allotted to each scout during period of contest.

Hikes

	<i>Points</i>
Each scout going on hike.....	5

Note—The number of hikes during the term of test is unlimited.

A hike consists of not less than five miles and must be attended by five or more members of the troop.

Week-End Camps

	<i>Points</i>
Attended by 10 scouts.....	25
" " 15 "	50
" " 20 "	75
" " 24 "	100

4. HYGIENE

Abstaining from Tobacco

	<i>Points</i>
To every scout in troop who does not use tobacco, points per week	10

REPORT OF THE COMMITTEE ON BOY SCOUTS

Cleanliness

The scout master will make an inspection once a month giving no notice of the time. Scoring will be handled on the basis of general neatness, *viz.*: clean face, hands, hair brushed, shoes cleaned. The marking to be as follows:

	<i>Points</i>
Fair	5
Good	10
Excellent	15

5. SIGNALLING

(Any Code)

	<i>Points</i>
16 letters per minute.....	10
20 " " "	15
30 " " "	20
35 " " "	25

Points will be awarded for meeting the requirements in any or all of the three codes, making it possible for the scout who can send 35 letters a minute in the Semaphore, Meyer and Morse codes to win 75 points each month. Two tests a month in each code allotted to each scout.

6. STALKING

For Taking Pictures

Note—But two photos a month may be submitted by each scout.

	<i>Points</i>
Picture of bird or wild animal taken at distance of—	
4 feet.....	50
6 "	40
7 "	30
8 "	25
10 "	20
12 "	15
14 "	10
16 " or over.....	5

REPORT OF THE COMMITTEE ON BOY SCOUTS

7. FIRST AID

To each scout successfully meeting requirements in the following sections, the points will be awarded as follows:

Section 1—25 Points

Have a knowledge of and know how to apply the following:

Arm sling	Jaw bandage
Foot bandage	Reverse roller
Hand bandage	Compress
Head bandage	Splint
Eye bandage	Tourniquets

Section 2—20 Points

Knowledge of the following:

- Coat Stretcher
- Rescue person from burning building
- Fireman's lift

Section 3—10 Points

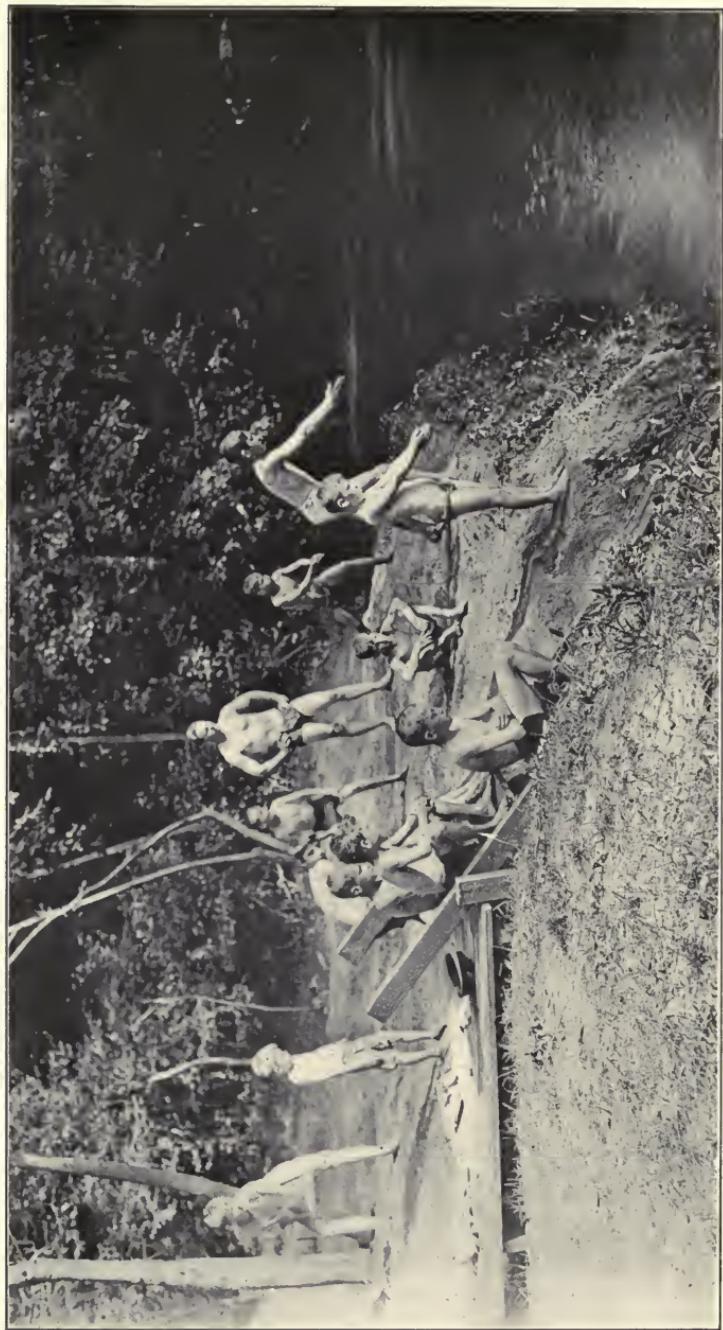
Know and demonstrate:

- Three methods of rescuing drowning person
- Two methods of resuscitation

The committee suggests that playground directors having experience with Boy Scout troops should inform the executive secretary of the Playground and Recreation Association of America in regard to desirable and undesirable features of the plan. In this way it will be possible for such features of the work as are suitable for use on the playground to be brought to the attention of those interested.

Respectfully submitted.

LEE F. HANMER, *Chairman,*
G. E. JOHNSON,
E. S. MARTIN.



L. W. Hine

A minister or a school teacher in a country district, who can enter whole heartedly into the sports of the boys and the men, can change the moral atmosphere of the district. Whether the swimming hole shall promote moral as well as physical health depends upon the leadership.

THE RECREATION MOVEMENT; ITS POSSIBILITIES AND LIMITATIONS *

GUSTAVUS T. KIRBY

Treasurer Playground and Recreation Association of America,
New York City

The Constitution of the Playground and Recreation Association of America states that "The purpose of this Association shall be to promote normal, wholesome play and public recreation." We were very wise five years ago, when we organized this Association, not to state the confines, territorial or other, within which to limit our efforts to attain our purpose. The seed sown five years ago fell on good ground and has produced a mighty harvest. These great United States of America, with their conglomerate populations crowded together into our congested cities or spread out over thousands of acres of farms, were then and are now ready for the planting of our seeds of purposeful play and recreation, and these States and their people rejoice in our harvest of better, brighter children and healthier, happier men and women.

"Play and Recreation; Its Possibilities and Limitations." There are no limitations; and its possibilities are everywhere and of every kind. The former head-hunting wild men of Northern Luzon, in the Philippines no longer hunt heads, but spend their animal instinct and strength in such field and track sports as would be acceptable to athletes generally. An authority on the subject has recently said that she would be glad to hear of the closing of every day-nursery in the country; by which she of course meant that she hoped the time was soon coming when the economic conditions of this country and the education of its people would be such as to enable the child to be properly cared for in its own home. But whether savages of the wilderness or parents of civilization, their education, and hence our work, is not yet completed.

Play and Recreation; its possibilities endless, its limitations limitless, when we refer to its purposes,—to our work; but yet how limited our possibilities and how great our limitations when we consider our financial condition, which of necessity measures our

* Address delivered at Fifth Annual Meeting of the Playground and Recreation Association of America, May 11, 1911

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ability to perform our work and carry out our purposes. Our association today is no longer small,—it is big, and requires much fuel to keep it going. Our condition reminds me of an incident of last summer, when I wandered upon an automobile in the road, large and beautiful; but try as the chauffeur might, he could not start his engine. He looked at his spark plugs and he tried it on his batteries and on his magneto, and cranked it this way and cranked it that; but all to no avail. Finally I modestly—very modestly—suggested that maybe he was out of gasoline; and so he was. There was a car perfect in every way, with great possibilities and few limitations so long as it had the fuel to make it go; but without fuel it was practically useless. And so it practically is with us to-day. We have the engine, the organization, the equipment, the trained employees, and yet we cannot go ahead as we should, because we lack "fuel." Today we have a small bank balance and some unpaid pledges from responsible men and women, so that we are solvent, and economical in that our receipts of last year exceeded our expenditures. "Here is a little fuel" you say. Yes a little; we are not quite at a standstill but we cannot go very far on it. We are like the poor woman with ten children and food enough scarcely for one. If she divides up her little between all ten, all will go hungry; and if she gives all the food to one, nine will go empty. And yet these children of ours are real children; they are not blind kittens; we cannot drown them. Our work is of such importance that it must go on, and you and I, constituting the thousand and odd members of this Association, have the responsibility as well as the privilege of seeing to it that that which must be done is done.

It is of great satisfaction to know that the report on equipment made by a special committee of experts of the Association is being used by hundreds of cities throughout the United States and is saving thousands of dollars for different communities; that the Normal Course in Play, drawn up by a special committee of the Association, is already being used in twenty-five different educational institutions; that the reports which this Association has published along the line of recreation buildings, play in institutions, storytelling, dramatics, folk dancing, evening recreation centers, church recreation, rural recreation, festivals, pageants, games for



Board of Playground Commissioners, Newark

KITE FLYING CONTEST

Winners—Judges



Board of Playground Commissioners, Newark

CITY PLAYGROUND CAMP FOR NEWARK BOYS

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children of different ages, are vitally affecting the lives and happiness of thousands of children throughout America.

It is encouraging to note that today there are over 500 cities either maintaining playgrounds or conducting active campaigns to acquire the same, against 90 in 1907; that 90 cities have organized playground associations; that 26 cities have established playground and recreation commissions; that during the year ending November 1910, 184 of the cities supporting playgrounds from which reports were received, maintained 1244 playgrounds and expended over \$3,000,000; that 32 cities alone employed 643 workers throughout the year; that 31 cities reported that their schoolhouses were used as recreation centers, and that 32 of these cities reported 301 such centers. It is indicative of the result of our efforts to know that Seattle, Washington; Cincinnati, Ohio, Pittsburgh, and the western side of Chicago have each voted a million dollars for public recreation, Grand Rapids, \$200,000, and other cities proportionately large amounts.

It is inspiring to realize that thinking people all over America are beginning to understand the importance of making some provision, not only for the play of their children, but also for the recreation of the entire community, to the end not merely of enjoyment, but also that in this way factory and other industrial work in our modern society will be better done because the workers will be more "alive" and better fitted for their tasks; to realize that the scientific study made of juvenile delinquency in Chicago has shown that recreation centers are one of the most powerful agents for reducing juvenile crime through giving a normal outlet for juvenile energy; to realize that there is no more effective means in fighting tuberculosis than by providing outdoor recreation so that people shall spend their leisure hours in happy and vigorous outdoor life; to realize that through the festivals and meetings in the recreation centers, by which neighborhoods and communities are brought together, a community spirit is developed which insures better citizenship; to realize that those who are interested in the assimilation of the immigrants coming to our cities are anxious for recreation centers where the newly arrived citizens may more quickly come in contact with American life and learn American traditions; to realize that many of those who wish to destroy the white slave traffic feel that as fundamentally constructive work as any which

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they can do is that of providing recreation centers where the young women of the country may under normal conditions learn the highest ideals and at the same time find happiness and satisfy the "spirit of youth" which is the sign of life itself. And would it not be not only discouraging but actually disastrous if the work which has accomplished so much in the brief five years of its life should fail to go on and wax in strength and spirit?

The great danger in any movement like this one is that the growth in knowledge will not keep pace with the development. Already thousands of dollars have been wasted in individual localities because a few hundred dollars were not first spent in obtaining the knowledge needed. It is probable that every dollar spent in conducting a study through the Playground and Recreation Association of America influences the expenditure of from one hundred to three hundred dollars. Thousands of dollars could be saved if we had the resources to make available for each city the experience of other cities and as far as possible prevent such mistakes. We are living in a time when people recognize that the same standards of efficiency must be maintained in our social work as in our business organizations.

The cities of the north, south, east and west—big ones and little ones—and even those of Europe and Asia, are calling upon us for help, to send them lecturers, organizers, workers, and literature.

The cities which have established recreation centers seek help in securing trained play leaders. They wish the Association to help them solve their dance hall problem, which is usually a serious one. They desire advice in connection with moving picture shows, the seriousness of which may be realized from the fact that the daily attendance in this country is estimated to be 2,225,000.

The task of the Association has doubled in the past year. Requests for information and advice in working out the ordinances for the establishment of recreation commissions, and in drawing up plans, have been so numerous that some of the time the Association has been able only to acknowledge requests as they came, postponing the preparation of the material desired sometimes for several weeks. A year ago the need for intensive work in assisting the cities which had already made a beginning in recreation work was so great that the Association arranged for three field secre-



Board of Playground Commissioners, Newark

ORCHESTRA

Newton St. Playground, Newark



Board of Playground Commissioners, Newark

WINTER OPEN AIR MEETING

Prince St. Playground, Newark, N. J.

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taries. The first secretary began his work December 1st, the other two secretaries February 1st. The entire time of one of these secretaries is required by and given to New England, and one is giving his entire time to California, Oregon and Washington. For all the thirty-five other states there is but one field secretary. Yet four of these thirty-five states alone—New York, Pennsylvania, New Jersey, and Ohio—require the full time of a secretary.

And so it is not only a great record of growth and achievement that we can point to, but, more important, even greater opportunities for work and advance in the future; and yet without money we are like our stalled automobile,—maybe something to point to as an achievement of the past, but of no potentiality, of no use, except as an example.

Surely we do not want, nor will we permit ourselves, to be a merely dead thing, nor are we going to rest content with a policy of only doing that little which our income of the past permitted us to do. We have outgrown that income just as surely as we have outgrown the clothes of our childhood, and our grown-up clothes are as costly as they are necessary.

We should have this coming year \$50,000 as against \$25,000 for the year just past. And why? Because we not only could use, but actually have demands upon us for services calling for the work of at least three additional field secretaries; one for the south, one for the middle west and another for the great southwest. Because our institute work of instruction and demonstration which has been carried on so successfully at Holyoke, Baltimore, Detroit and Minneapolis, should be extended, and from now on must be financed by the Association rather than by a special contribution of service formerly given to us but now withdrawn, not through any lack of faith in our work, but because, try as one may, one man cannot do the work of two. Because to answer the correspondence of the Association, obtain and give information demanded of us, and properly establish and maintain a central clearing house of play and recreation data, our main office staff must be materially increased. Because there should be added to our employees certainly one, and preferably two trained and experienced men to appear before legislative and other similar bodies to plead the cause for which we stand. And lastly, but not of little importance, because it costs money to get money.

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How and from whom are we to obtain these funds? From the leaders of our work? From our prominent, and in some instances also wealthy directors? Yes, in part; but did you ever stop and think of the foolishness of the all too prevalent notion that because one of wealth has to do with a philanthropic or charitable enterprise, the poor in purse should not give? Let us never forget that the greater the means, the greater the demands, and always remember that so far as this Association is concerned, it is the small contributions which keep the machine moving. In any work which in itself is of necessity not self-supporting, inquiry is oftentimes made as to how the actual workers are financially supporting that to which they give their services, some with, and many without compensation. So far as The Playground and Recreation Association is concerned it is a great pleasure to state that to meet the crisis in the development of our recreation work in America, a number of playground workers, themselves on small salaries, have increased their contributions from \$5 to \$100.

My friends, you must agree that that which we have done, are doing and so earnestly desire to do, is all worth while; and thus agreeing, let us be up and doing; let us preach our cause and collect the almighty dollar; and in so doing let us realize ourselves, and make known to our contributors, that their dollars are to be spent to bring home to our people a realization of a means of happiness which depends upon other conditions than their material wealth; for after all, what is the Playground and Recreation Association of America for if it is not through play and recreation to bring to the people of America a keener, fuller sense of the joy of living, of having bodies to use and not abuse, minds to cultivate and not lose, and senses to sharpen and not dull; of the glory and opportunity of the soft days of spring and the grandeur of the stormy ones of winter and of feeling oneself a healthy, normal man or woman, happy and contented because of the life that is ours, and of that wealth of sunshine and shadow, of flower and music, of nature and art, which belongs to us all, be we, in respect to the almighty dollar, rich as Croesus or poor as Job's turkey.

PLAYGROUND DIRECTORS—SOURCES FROM WHICH THEY MAY BE SECURED

CLARK W. HETHERINGTON

We are all agreed that an adequate supply of skilled play leaders is the critical need of the play movement. Organized play will succeed only as high moral purpose and skill characterize these leaders.

To prevent misunderstanding, a clear cut distinction should be maintained between the qualifications necessary for a supervisor of a system of playgrounds, a director of the activities on a playground, and an assistant in some special phase of these activities. Other terms may be used to designate these workers in different localities, but the qualifications for these positions should be differentiated. A distinction should also be made between a social center director and a playground director in the usual sense of the terms. This discussion is confined to the playground worker.

A man or woman may be a success in planning, equipping, and promoting the interests of a playground or a system of playgrounds, and not be prepared for, or a success, in directing the activities on the playground—the real work. Under present conditions such a worker may be considered qualified as an administrator of general playground interests and not as a play organizer and leader.

A man or woman may know and be able to lead special play activities, and not be prepared to organize the various activities and groups of individuals on the playground. Such an individual may succeed as an assistant under direction.

A man or woman may not be a good mechanic, promoter, or business administrator of general playground interests, and yet be a superb organizer and leader of play life, which is the real function of the director.

To fill his position ideally the director must know the physical nature, needs, and mental tendencies of children at different ages and under different social conditions, he must know the character and effects of the various activities, and he must be

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able to make an efficient adjustment of the activities to individual and group needs. His task is to help the boy and girl to express the inner life. To this end he must have the spirit of an adjuster, a friend, a play fellow, an organizer and leader, and the knowledge that makes this leadership sane. His highest test is capacity for moral leadership; his technical material is skill in activities that make people organically and nervously efficient.

A consideration of the sources from which play leaders may be secured falls under three heads—(1) a supply for immediate needs; (2) a larger supply for the near future; (3) a permanent standard supply. These will be discussed in inverse order.

(1) The future permanent supply of standard playground directors and supervisors will undoubtedly come from a special professional course of training given by universities and comparable to the courses in law, medicine and engineering. This course will require a selection and combination of some of the courses now given in the college of letters and science, the school of medicine, the school of education, and a centralized department of physical education. It will also require at least four years' work of university grade and probably five. From several years' experimentation I am convinced that an adequate course cannot be organized under five years, though for the present a four years' course is all that can be expected. Universities have already begun to meet this need.

(2) With reference to a supply of directors for the near future,—that is, within a few months or one year, there are many possibilities and just as many dangers. Our universities, normal schools, and schools of philanthropy are graduating many young people who have had part of the training necessary for playground directors. Many of these graduates have the right spirit and could complete their preparation and qualify as directors (according to present standards) through short courses of training, wisely adjusted to the needs and deficiencies of the several groups. To meet these special needs short winter courses, as well as summer courses of university grade should be provided.

For those deficient in practical methods cities having great playground systems and strong supervisors should be induced to establish a practical demonstration training course on one of

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the general playgrounds under a director of large vision and broad technical skill.

To make this source safe both a selection of individual and a standardization of courses is necessary. The mere fact that one is a graduate of a college, for example, is no guarantee that he is fitted in character, social experience or manners for a play directorship. For instance, college athletes, as a class, have been brought up under a traditional system of athletics organized for the amusement of the public, which system has no place on the playground.

Moreover, the short training course is dangerous to the best interests of the play movement. Because of the short courses and summer courses springing up all over the country one should not gain the idea that training for playground work can be obtained in a few weeks.

(3) An *immediate* supply of play leaders can be secured only by recruiting individuals qualified by temperament, training, and experience, from the ranks of workers in related fields of social and educational endeavor. A few examples will illustrate this point.

(a) A supply may be drawn from among physical instructors and educators. A host of individuals in colleges, high schools, Young Men's and Young Women's Christian Associations, clubs, and societies, and among independent workers, are classified under the title "physical educator," "physical trainer," or that silly term, "physical culturist." This is a miscellaneous group including many of ability and many more with a standard training and well equipped, a large number who are mere gymnasts or athletes, and some who have no qualifications whatever except the assumptions of conceit and ignorance and who are still in the "My system" stage of development. Some of the standard schools producing physical instructors are devoted primarily to preparation in formal and corrective gymnastics and do not give either the spirit or the technique for work on the playground. Furthermore, many instructors are mechanics by temperament and formalists in practice and not fitted for playground work. On the other hand, the physical educator of the broadest standard training has had the best general and technical

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training of all workers for success as a playground director, provided he has the play spirit and the social and moral qualities of a free play leader. This is a matter of temperament and social experience. Many successful workers have been secured from this field, and more are available.

(b) A supply may be drawn from among social workers. As a class social workers have the sympathies necessary for play leaders and if they are not too much concerned with remedial and corrective measures only, should make valuable workers in the play movement. A number of secretaries of charity organizations, probation officers and other social workers of large experience have expressed the desire to enter play work because of its constructive possibilities. Many of these workers have the vision and they have had the experience with people, the administrative experience, the experience in money raising and social effort campaigning, to be especially qualified in these respects as supervisors. Many also are college graduates, have had some experience in gymnastics and athletics and possess the spirit and general qualifications necessary. From among this large class of workers, a properly organized campaign would discover and recruit a number of people that could be quickly converted into efficient playground directors and supervisors.

(c) A supply may be drawn from among school men. As a class school men have been spoiled for play leadership by a training that is specialized on intellectual education. Many of them, however, have had a foundation in some of the fundamental sciences, college experience in gymnastics and athletics and experience in administrative work. Many also have broad sympathies and detailed information in the out-of-school life of youth, and many have participated actively in the play life of students. From personal conversations I know many school men would be glad to enter the play field if they could see some way of making the transition. Some have the sympathies and technical skill to succeed as directors. They often have, however, fitness for the larger problems of administration. A little personal persuasion and help would convert these men into efficient playground directors and supervisors.

(d) A supply of assistants essential to successful play on

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school playgrounds may be drawn from among experienced grade teachers. As a class grade teachers have not had the training for adaptation to play directorship, and the majority perhaps are too formal, both by temperament and habit, even for play leadership. On the other hand, they are, as a class, conscientious and devoted, and many of them have the play spirit and social qualities for play leadership. Some even among the older teachers are demonstrating the capacity to learn the play activities with good spirit and judgment. This tendency should be encouraged no matter how plentiful the supply of play directors. It is the solution of the play problem on the school grounds. An efficient play life for all the children of the nation is impossible without making the schoolyard the backbone of the publicly organized playground system. Any other system seems obviously an impossible duplication of material equipment, administrative machinery, and financial burdens. It seems safe to say that there are in large communities at least, grade teachers of the right spirit in sufficient numbers who, trained and directed by a skilled director, could make the play life of the younger children efficient.

(e) A supply of assistants for the little children may be drawn from among kindergarten teachers. The training of kindergartners does not fit them to be directors of playgrounds for children of all ages. It gives them the best training, however, as leaders of the little children. But, even here, the selective principle needs to be applied. All kindergartners are not fitted for free play leadership.

Other illustrations might be given, but these five groups cover the chief sources from which an immediate supply of play leaders may be recruited. The methods by which the material for immediate needs and the needs of the near future especially may be made available and efficient require organized effort.

1. The field should be made attractive by urging proper salaries, permanent positions, and high standards of efficiency. The character and skill of the workers commanded by the play movement will depend, first, on salaries comparable to those of other skilled teachers and social workers; second, on all-year positions in sufficient numbers to support a special professional

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class, and the training courses that will prepare this special professional class; third, on a clear formulation by experts of recognized authority of the qualifications required in play leaders; and fourth, on a persistent effort on the part of educators, civic authorities, and parents to secure a recognition of these standards.

2. The selection of suitable candidates for training and work cannot be too strongly emphasized. It is the supreme thing to be insisted on, yet the most difficult to make practically operative, because the selection depends on the judgment of local authorities who will often judge by personal inclinations and biases.

3. Training courses should be standardized,—especially the short courses. No short training course can be organized that will make play directors out of raw material. Such a course can only supplement a previous training, supply some special need, or give new viewpoints and materials. It is probably not politic for the national association to approve certain courses, but it surely can describe standards in such terms that those seeking training will not be deceived.

4. A search for proper material to fill the immediate demands for directors should be organized. Many play leaders, social workers, educators, and other individuals of reliable judgment, who are vitally interested in the play movement, could be enlisted in a campaign for the discovery of material with desirable qualifications, and the field secretaries of the national association and selected leaders in different localities could be organized to follow up and investigate these suggestions.

Arising out of the ashes of a decaying survival of asceticism and the educational neglect of the life of impulse and emotion, a great new profession is appearing, the function of which is to lead, organize and make constructively efficient the vast, free, spontaneous soul life of the child as expressed through the big muscles in play.

In itself this matter of securing and training workers for the playground is important enough to occupy the exclusive attention of the Playground and Recreation Association of America.

SOCIAL DANCING *

MRS. CHARLES H. ISRAELS

Chairman Committee on Amusements and Vacation Resources for Working Girls, New York City

I think it is not necessary for me to dwell upon the need of the things I have to talk about,—the need of recreation that young people feel, and the reasons why we should give it to them. When we begin to consider this subject of the social dance from a practical standpoint, having once established in our own mind the idea of the need for it from the point of view of the Playground and Recreation Association, it may seem to be simple enough to include it among playground activities, and that may seem to answer the question. Any consideration of social dancing must at once be divided in our minds into two distinct phases, that of a public character carried on in public places such as the playground, and the social dance carried on under private auspices. Need I remind you that this problem of public dancing has swept all over this country and assumed a seriousness that has filled many of us with alarm. It has grown to such proportions that it is demanding legal, and social, and educational recognition; therefore it cannot be easily and simply dismissed. Once we have awakened to the fact that social dancing is a necessity and we determine we are going to do something about it, we must not forget that a tremendous phase,—in fact, the most tremendous phase, lies not in public recreation, but in the private facilities for recreation. By these private facilities we mean the commercialized dance hall, the motion picture show, the theatre. We cannot leave out of our consideration the need of supplying sufficient amusement facilities for young people, and of providing for their proper public control. Three years ago it was a new thing to consider how girls of sixteen and seventeen were spending their time when not at work. There seemed to be an awakening all at once to the fact that these girls were going somewhere and doing something, and it was discovered that they were in great measure getting the particular kind of recreation they wanted in the dance hall. To those of you who are familiar with

* Address delivered at the Fifth Annual Meeting of the Playground and Recreation Association of America, May 12, 1911.

SOCIAL DANCING

folk dancing and have read Doctor Gulick's book, there is no need to say over again just what dancing does for people. It has a psychological, and a physical, and a social basis. There is every reason on earth for its existence and yet we have turned from it in large measure. We have tried all kinds of things to interest girls and boys,—games, glee clubs, singing societies, lectures, talks, gymnasium work, but over and over again those things have dwindled in attendance until the thing has vanished or the group has changed. I will leave it to almost any settlement, or educational, or playground worker as to whether they have succeeded in holding such a group of girls over a period of three years intact. In New York, in Cleveland, Boston, Philadelphia, Chicago, San Francisco, Oakland, Los Angeles, Louisville, Columbus, Minneapolis and in Indianapolis there has been a distinct and decided awakening, and in every one of these cities investigations, either public or private, has been going on. I read today that the next thing to be established municipally in Columbus is a dance hall under the auspices of the federation of women's clubs. While we have been closing our eyes to the dance problem we have been sending our girls and boys into public dance halls in connection with which each investigation only adds some new phase of danger. Each city adds a novelty in experience. Chicago has just completed a survey and has found that in 198 out of 264 dance halls it is absolutely impossible to get a drink of water. In some halls in Chicago a prize is offered to the girl who at the end of the month can show the largest number of drinks consumed or purchased at her instance.

Now, how are you going to start out if once you are convinced you ought to do something about it? We have been very much afraid to encourage social dancing under educational auspices, but in New York we have our liberal supervisor of recreation in the public schools interested in social dancing. The first dancing classes in the evening recreation centers started without the consent or knowledge of the committee under whose auspices the school was conducted and were carried on quietly and in fear lest the committee would note it and not approve. A degree of success has been attained with these dancing classes, however, which is most encouraging. As another means we started a dance hall which nobody should know was a model dance hall, carried on as a business proposition. After two seasons 11,000 people have visited it. Out

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of these 11,000, 860 pupils were actually taught to dance. It was run by one of the best dancing masters we could find, and there were a few simple rules to insure decent language and behavior. We cannot consider this problem entirely from the present attitude toward the dance hall publicly conducted, and we cannot always insist upon a municipal dance hall at once. As a step between we advocate a model dance hall either in school recreation centers, playgrounds, parks or on recreation piers. We ask different organizations to start such model dance evenings, always under the supervision of experts, with the best dancing master to be found, and with good music. Next year we intend to run dance halls throughout the city in the endeavor to meet the problem of private enterprise and individual dances. We are not asking the city to do this, but shall first show them that the thing is possible. Boys and girls like to dance, and nearly every girl knows how. Not every boy does know. As a matter of fact in almost every dancing academy you will find more boys than girls. A manager said to me "If you will get me fifteen or twenty girls to come once a week I will give them lessons for nothing,—I am almost willing to pay them for coming." It seems to me there could not be a simpler proposition for a playground than a dance platform. An ordinary board floor perhaps twenty-five by fifty feet will do. The boys and girls will come at the first sound of the piano. Then comes the question of how they are going to dance. A model dance hall was established in a beautiful ballroom which had the reputation of having had tough dances. It was simply announced that there was going to be a dance under new management, that fifteen cents would be charged for girls, and ten cents for boys. One hundred and fifty came the first night. A dancing master was in charge. There were many attempts at the kind of dancing we could not encourage, but inside of an hour we had the whole place straightened out. Only one girl tried it twice, and not a boy attempted to smoke. The undesirables will come in, look around, and recognize it is not their kind of a place and leave. In three or four such model dance halls that I have known the story has always been the same,—the wrong people come but they do not stay, and they do not come again. The young man who is bent on having the wrong kind of a good time does not enjoy himself in good company and keeps out of the way. You cannot start an enterprise to give social dancing

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as a substitute for bad dance halls unless you are ready to do it in such a way as to make it just as attractive as the private enterprises already in existence. It must be brilliantly lighted, and have the best music.

There is something that can be done with these commercialized dancing enterprises, and that is to make them safe and decent. The commercial enterprise will always exist and it needs attention. It needs to have legal protection which can be secured in the simplest form through license. In New York, in Cleveland, and in Kansas City there are laws to protect dance halls. In Kansas City the thing has become so far a part of the social program that the Board of Public Welfare has a special committee for licensing. The proprietor of a dance hall must appear before this committee and receive from it serious instruction as to the kind of a dance the committee advocates, and a printed list which states types of dances that are objectionable and may not be permitted. He is told just how far away and in just what places liquor may be sold in connection with a dance hall, and the closing hour is regulated. It is possible to bring this about in a small city or town. The numbers of young men and women who parade the streets of a small city at night are looking for some form of amusement. What is more beautiful or inspiring than the dance platforms that are to be found all over Europe? The most beautiful dance hall in this country that I know of is at Palisades Park near New York City. That is a commercial enterprise, but there is no reason why such facilities cannot be provided in connection with recreation centers and playgrounds throughout the country.

I do believe in facing the problem of the dangers of young people meeting one another under right auspices. If the atmosphere of the place is right, if your attitude towards them is right, and simple, and wholesome, they must imbibe something of it and they cannot go away from you, having had the kind of amusement they wanted, with wrong ideas and thoughts in their heads. They have not been dancing in a close room and drinking all the evening and have not been promiscuously meeting all kinds of boys and girls, and the chances are ninety-nine to one against any harm or danger coming from that kind of meeting under your supervision. It makes all the difference whether we set the tone of the hall, or the "Merry Twirlers" make the fashions. Why close your eyes to

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the fact that they are going somewhere else to get what they want. It is far better to consider most carefully whether you cannot provide the form of amusement they want. From this form of amusement, and from having attracted your young people to you, you may gradually interest them in other kinds of wholesome educational interests. I know a class of girls who became interested in basketry and became expert basket weavers, having first begun as a dancing class. You cannot catch the ordinary girl I know about with the basket weaving in the first place. After all, people go to the commercial enterprise all over the country and get there a peoples' playground, where the proprietor has provided the things they want. The playground under city auspices can do a great many of these things just as well and meet the popular demand just as well as any one of these numerous "White Cities" all over the land. We cannot for a moment put on a play of Shakespeare's and expect the same kind of an audience that comes to the latest version of the American farce. In the same way we cannot make people amuse themselves on the playground in the ways that altogether meet our standards. We have to realize and recognize the human nature with which we deal. In Mr. Rollin Lynde Hartt's book called "*The People at Play*" there is a wholesome exposition of the ways in which the people amuse themselves. The author disclaims any idea of a high ethical or social purpose in writing the book. He claims merely to picture with due appreciation the kind of amusement indulged in. He shows things as they are. But it is a most convincing argument in favor of the public playground modelled after the commercial enterprise. If social dancing is utilized as a means of reaching young people in whom we wish to instill higher ideals it will be found a good medium. First let them dance the waltz, the two-step, and the barn dance. They are to be treated in the way they are accustomed to be treated in the dance halls they have frequented. Have you seen an expert floor manager, and seen how his eye is on every couple in the place to note how every boy and girl is dancing, with whom they are dancing, how many have not had partners? He does everything in his power to make everyone have the best kind of a time he can supply. But nothing escapes his notice and his dictum is absolute. Unless the playground does it in the same way the young people will not be under control and they will lose interest. There are over

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five hundred dance halls in New York City, two hundred and sixty-four in Chicago, and nearly two hundred in Philadelphia, and wherever they are there is keen competition, so that we must be alive to the situation. The problem needs to be approached without prejudice, with a wholesome love for the thing, and with the idea that we are going to give so far as we can a professional air to our dance. And if we are going to meet our problem let us meet it from two points of view,—first as a public provision of a substitute for the wrong kind of a dance hall, and then seek for public control of the private enterprises that we cannot otherwise attempt to touch.

DANCING IN THE SOCIAL CENTERS OF NEW YORK CITY*

EDWARD W. STITT

Director of Recreation Centers, Vacation Schools, and Playgrounds of the Board of Education, New York City

In New York the work of the social dancing classes was largely mothered by Mrs. Israels. About a year and a half ago a little company of which Mrs. Israels was the guiding spirit met together to talk over this matter. We began in a quiet way. There was no popular demand for it. It has been gradually absorbed in the community life of the men and women who have taken part in it, and only lately has the movement spread. The growth has been gradual because we have been looking for quality rather than quantity, and it has been necessary, with the resources and limitations of the Board of Education in this matter, coupled with the fact that there would doubtless be objections on the part of some of the educational authorities and some of the church authorities, that this work should be carefully begun and carried on. In most of the centers there is a sort of executive committee of young men who carefully scrutinize those who apply, to see that they are of the right kind, and as a main consideration for membership we have

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Department of Child Hygiene, Russell Sage Foundation

FOLK DANCES AT NEW YORK EVENING RECREATION CENTER



Department of Child Hygiene, Russell Sage Foundation

BOYS AND GIRLS DANCING TOGETHER AT AN EVENING RECREATION CENTER IN A PUBLIC SCHOOL, NEW YORK

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insisted that they should encourage these applicants to belong to clubs in adjoining male recreation centers. We have tried to insist that in these dancing classes there shall be real instruction given. This is a part of the task which needs careful consideration. Because the average young man does not like to show to his young friends the fact that he is pretty ungainly on his feet, he has been encouraged to come early and have special lessons.

In the matter of music. The Board of Education furnishes only a piano and a pianist, but the young men who have organized themselves into clubs pay their dues regularly and from their treasury employ a violinist and a cornetist, in addition. I believe in furnishing amusement, not entirely from the city funds, but partly from the pockets of the people who take part in the amusement,—as it has in this case come partly from the active interest which these young men have had in bearing a share of the financial burden. That very plan of making them partners in the enterprise has a decided social uplift. From time to time I have met with the young men especially to tell them that this whole plan of municipal dancing is an experiment which must be worked out by its practical results and have tried to make them see that they must guard tenderly this privilege that has been given them, making it such a splendid success as will at last cause the Board of Education to take an absolute and strong interest in its favor. The mayor is already a friend of the movement, and recently said, "Young people will dance, mark my words, and where can they dance under a safer shelter than in the schoolhouse, well supervised by their teachers and principals selected by the educational authorities?"

Dancing and small parties is a feature of recreation which is denied to the people in crowded cities today because, in New York City at least, of the growth of apartments. In their small rooms the people cannot have the social parties which you and I went to when we were young and people lived in detached houses and had two rooms which could be thrown into one large one for dancing at home. Now there are only two places,—the church if it is broad enough to have a parish house open for such use, and the schoolhouse,—where people can have their parties. Because of architectural difficulties in using the old school buildings, something should be done when new buildings are erected towards adapting them for this use. In almost every school building having an auditorium,

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which often seats two thousand people, the chairs are fastened to the floor. This is all a great waste and an economic blunder. I believe the time is coming when all buildings intended as auditoriums or for civic meetings or dramatics, or ordinary assembly of the school children in the morning, will be built with movable seats, so that the central part, or the whole, may be used for dancing, gymnastics, pageants, and various forms of civic activities, and may be adapted for the use of adults as well as for children, because in the matter of school furniture it is difficult now to get seats comfortable for all.

Three nights after the Triangle fire I happened to be visiting one of the recreation centers and saw a bright young girl dancing with apparent enjoyment. I was told that she was the last girl to escape from the floor where she worked. As the elevator went down for the last time and was so full they could not close the doors she had thrown herself forward upon the top of the cage and grasping the cables held on till she was brought in safety to the ground. One of the good ladies present thought this girl was not showing a proper spirit in being so gay and joyous that night. But I for one rejoiced that here was a place where she could come and get her thoughts off the horrors through which she had been living.

EVENING RECREATION

GEORGE A. BELLAMY

Headworker, The Hiram House, Cleveland, Ohio

Someone has said that ninety per cent. of the wrong doing of the young people occurs from seven to nine o'clock in the evening. This is surely the time of recreation for practically all of the working population and is a period when school children get some of the most delightful seasons of play. All of us have the happiest recollections of the pleasant twilight hours when we played hide and seek, pom pom pull away, and other active games. These summer evenings, to those who live in a small town or the suburbs of the large town, have been a great source of delight and a large factor in the making of character.

It is increasingly important, then, that the city provide play



Officers Playground City Government



Gardening



Playground City Government



Police Court

HIRAM HOUSE PLAYGROUND

A Real Neighborhood Center

EVENING RECREATION

spaces at night for city children. These centers must be brilliantly lighted, preferably with sun burst lamps, so that they are bright enough for band concerts, for playing ball, and for games where athletic supplies are used which require the light. Cities generally have considered that they were discharging their responsibility to the children when playgrounds were open from 8:30 to 12:00 in the morning and from 1:30 to 5:30 in the afternoon. However, the fact that after this hour supervision has ceased has been a source of great peril to city communities, for in the evening the rougher element gathers on the unpoliced playground, thus making it a rendezvous for the worst spirits. In many cases these play spaces, uncared for at night, have been a dangerous menace to the morals of the young, possibly more than counter-balancing the good done during the day.

Hence we make an earnest appeal for all public and private organizations to exert every possible effort to see that public play spaces are thoroughly lighted at night and are under proper supervision. On the Hiram House playground in Cleveland lights were installed from the day it was opened. It has been used from the first of April to the middle of November for games; and in the winter, when the weather would permit, it has been lighted and used for skating. Playgrounds should be under supervision when used for skating, for then the girls need protection as much as in the summer time.

We affix herewith a list of the various activities that have been carried on at the Hiram House playground in the evenings. We have considered it essential to have three paid workers in charge each night.

Weekly Track Meets

15, 45, 70 yard dash	Passing with sides
Jumping	Basket ball under
Standing broad	Races
Running	Hopping
Broad jump	Skiping
Tug of war	Potato
Throwing with ball	Clothes pin
Relay races	Tumbling water
Ball relay	Three legged
Relay running	Sack
Passing with sides	Hop, skip, jump
Basket ball over	Obstacle



A Committee of the Children in Charge



SKATING
Playground in Use in Winter



Field Day Races



The whole neighborhood follows the activities of the
Hiram House Playground
THE PEOPLE AROUND HIRAM HOUSE ARE PROUD OF THEIR NEIGHBORHOOD CENTER

The reason—Wholesome leadership

EVENING RECREATION

Folk Dancing

Sicilian Castle	Comin' tro' the Rye
German Clapp	How Do You Do
Russian	My Partner

Grand March

Ball games

Indoor baseball for older girls and boys	Tossing With sides
Volley ball	Basket ball
Hand ball	Game
Dodge ball	Hustle
Teacher	Pin game
Tossing For skill With couples	Baseball Batting out the ball Free play with basket ball

Quiet games

Birds fly	Riddles
Button, button	Shadow pictures
Bean Porridge	

Imaginative games

House	Dramatized stories such as
School	Three Bears
	Cinderella

Quoits

Singing games for smaller children, boys and girls

Farmer in the dell	Puss in the corner
Here goes blue bird	Duck on the rock
In and out the window	Pins in the ring
Oats, peas, beans	Prisoners' base
A tisket—a tasket	Dare base
B-i-n-g-o	Blind man's buff
Here comes the king a-riding	Still pond
London bridge	Bull in the ring
Johnny is dead (without the kick)	Cat and rat
Tag games, iron, wood, cross, squat, running, Japanese, ap- paratus	Fox and chicken
Hide and seek	Hop scotch
Tap on the back	Three deep
	Night and day
	Pom, pom, pull away

PLAYGROUNDS IN WINNIPEG

Program

Free play, apparatus work, games, something quieting

Types of games

Organized—Indoor baseball—Older girls

Competitive—Night and Day—Middle aged

Competitive individuals—Races—All ages

Singing and dramatic—Farmer in the dell—Younger children

Quiet—Button, button—Any age on hot day

PLAYGROUNDS IN WINNIPEG

Q. How was the playground commission appointed?

A. The playground commission was appointed by the City Council and was composed of representatives of the School Board, Park Board, Young Men's Christian Association, City Council and other interested organizations.

Q. From what sources were the play leaders secured?

A. The physical director of the Young Men's Christian Association was appointed supervisor, two graduates of the Springfield Y. M. C. A. Training School were appointed assistants. Other workers were secured by one of the assistant supervisors in attendance at the national playground meeting, in conference with the Playground and Recreation Association of America and with the directors of the Y. M. C. A. Training School. Six directors were from this school. Five were selected from last year's staff and nearly all were principals of schools in the province. The assistant directors were all school teachers and five were on the playgrounds last year.

Q. What grounds were used?

A. Playgrounds were operated on thirteen schoolyards.

Q. What equipment was selected?

A. On each playground was the following apparatus: For girls—6 swings, 1 teeter ladder, 1 pair flying rings, 3 teeter boards, 1 sand box, 1 slide and 5 baby swings. For boys,—6 swings, 1 climbing rope, 1 pair flying rings, 1 horizontal bar and 1 giant stride. Each ground also had basket ball, volley ball and football courts and jumping standards with all the necessary balls and bats.

PLAYGROUNDS IN WINNIPEG

- Q. What provision was made for the direction of each individual playground?
- A. Each playground was in charge of a man director with a woman assistant in charge of girls and small children.
- Q. What hours were the playgrounds kept open?
- A. The playgrounds opened at 2 p. m. and closed at dark,—which meant about 9:30 during July and 8:30 during August.
- Q. What arrangement was made for the further training of the play leaders?
- A. Conferences for the men workers were held two mornings a week in the Y. M. C. A. gymnasium, and those for the women workers two other mornings in the week in the Y. W. C. A. gymnasium. At these conferences all the directors took part in playing games and in leading them and both the practice and theory of playground administration were carefully presented. Besides the training these conferences made it possible to secure uniform action on the part of all the workers, and at the first meeting of the staff the program for the entire nine weeks was outlined.
- Q. Were special features emphasized during different weeks?
- A. There were special features emphasized during different weeks.
Following is the program for the entire season:
First week—Get acquainted; become familiar with equipment; mark courts and do other preparatory work.
Second week—Teach standard games; develop leaders, monitors and officials; make free use of the library from this on,
Third week—Play standard games; select captains and officials and train for home leagues.
Fourth week—Organize home leagues,—every child to be on a team of some kind.
Fifth week—August 1st, Toothbrush Day; leagues to be in full swing; begin moving picture show,—one night on each ground.
Sixth week—Home leagues at work; teach dances and flag drill.
Seventh week—Close home leagues; prepare teams for playfest,—having teams in every class; August 14th civic holiday,—exhibition at City Park.

PLAYGROUNDS IN WINNIPEG

Eighth week—Preliminary games and preparation for playfest; finals of quoits, putting the shot, jumping, swimming and diving contests.

Ninth week—Semi-finals of games; August 30th playfest in Horse Show Building.

- Q. Was your attempt to educate children in dental hygiene a success?
- A. Toothbrush Day. August 1st was set apart as a day for education in dental hygiene. It was announced in advance that an address would be given to the parents and children, after which toothbrushes would be sold at five cents each. Through co-operation with the local Dentists' Association several dentists volunteered to visit the playgrounds in the early evening to make addresses. The toothbrushes sold to the children were made according to the specifications of the Dominion Dentists' Association and are sold in the stores at twenty-five cents. The Dominion Dentists' Association, from its educational fund, paid the difference between the wholesale price and the sale price. One thousand brushes were ordered, but owing to the strike of the dock hands in England, only five hundred arrived by August 1st.

At sunset the directors gathered the children around the steps of the school buildings. Parents, some with babies in arms, came in such large numbers that by the time the speaker was introduced a crowd of from five to eight hundred was present on each playground. The dentists gave a short and interesting talk which ended with the demonstration of the proper way to use the toothbrush. When the directors asked those who wished to buy brushes to line up, great was their astonishment to see the entire audience fall into the march. The forty or fifty brushes in the hands of each director melted away like snow in June. The disappointment of the brushless ones was assuaged by the announcement that more brushes would be available later. It is estimated that we could have sold four thousand brushes. The commission promptly wired for an additional supply and thirteen hundred were received and distributed before the end of the season.

PLAYGROUNDS IN WINNIPEG

- Q. What arrangement was made for bringing all the children of the various playgrounds together?
- A. Civic holiday came on August 14th, when picked teams from the playgrounds gave an exhibition at City Park. About eight hundred boys and girls took part in a program that included flag drill, dancing, ring games, races and ball games of various kinds. Over ten thousand people were in the audience, thus breaking all records of attendance. Everybody was enthusiastic over the results.
- Q. How did you attempt to make the playground a center for family recreation?
- A. An effort to bring families together in their recreation resulted in a moving picture show being given for the two weeks beginning July 31st,—one evening on each ground. This free outdoor entertainment marked an era in popular education in our city.

The screen was hung from the second story windows of the schoolhouse and the machine was set up on a truck about one hundred feet away. When it was dark the directors seated the little children on the ground about fifty feet from the screen, while the larger children and the parents made up the balance of the audience, which numbered anywhere from five hundred to three thousand.

A large gramaphone operated from a window in the school house furnished the music, which ranged from grand opera to the latest popular air.

A policeman was present each night but the interest was so intense that there was never an occasion to call upon him. As soon as the pictures were thrown on the screen, the most perfect order reigned.

The films showed the campaign for clean milk, that for the prevention of tuberculosis and a "Swat the Fly" sketch, besides one or two side-splitting comedies. In addition a number of slides were prepared by the playground commission and were thrown on the screen between times. They included the following:—

"This program is put on by the city playground commission. They conduct thirteen playgrounds during July and

COURSES IN PLAY

August. These playgrounds are free. They aim at making strong bodies, keen minds and good citizens. Trained directors on every ground teach games, athletics, folk dances, swimming and fair play in everything."

"Don't be a Grouser—Play the game."

"Our Motto, Boost—Don't Knock. Play—Don't Talk."

"Parents are invited to visit the grounds. Come in and get acquainted with the directors."

"Don't fail to see the big playfest the last week in August."

(After Pure Milk) "Cleanliness is next to Godliness, but it takes some people a long time to get wise."

(After Red Cross Seal) "Fresh Air and Sunlight are the best safeguard against disease. Keep your windows open day and night."

(After Flies) "Remember—Flies breed in filth. No filth—No flies. Put a fly trap on your garbage can."

"School buildings and grounds belong to the public. Protect your property against injury."

The evening's program closed with three cheers for the playgrounds and the singing of "God Save the King" led by the directors.

COURSES IN PLAY

"Professor of Play—University of Pittsburgh!—That's just the college," thought the pleasure-loving student who had failed to pass his entrance exams at Harvard. He sent for the catalog and looked at the courses which were to be given under the direction of George E. Johnson and Professor J. H. White. Courses in the history of philosophy; principles of psychology; child nature; history of human progress; American ideals; history of education; social problems and social institutions; organization, administration and conduct of play centers; games and folk dances; occupations; singing; gardening and pets; dramatic play; athletic games and gymnastics for boys; handwork for girls; storytelling; festivals! The Harvard man sighed. Nine different persons on the staff of instruction—all with some imposing title, too—superintendent of playgrounds, supervisor of this or that activity in practical playground work!

COURSES IN PLAY

"I'd rather try it again at Cambridge," said the Harvard student. "I never realized how serious play is." His father, chairman of the city recreation commission, who was standing by, picked up the announcement and read at random from different parts—

DRAMATIC INTERESTS

This course will attempt to solve in a practical way the relation of the dramatic instinct to education. It will deal with the manifestations of this instinct at all ages and discuss the influence of the nickelodeon, vaudeville, and theatre. It will take up the practical conduct of the children's theatre, dramatic clubs, and other means of conserving the dramatic instinct as a great educational force, and demonstrate methods adaptable to public schools and social work.

DOMESTIC INTERESTS

This course deals specifically with the occupations of the home. It will undertake to demonstrate how the spontaneous interests of children in dolls, in playing house, in sewing, and in cooking may be nurtured and directed toward a comprehensive and efficient training in home making.

ESTHETIC INTERESTS

This course deals with the artistic and representative interests of children and their relation to education. It will demonstrate methods of work with children and youths in the various branches of art and show the relation of this work to that of other departments.

MUSICAL INTERESTS

This course is a practical one in the teaching of music. It will show the relation of the child's natural love of rhythm and music to the development of child character and will demonstrate how children may be led through song life to a high form of self-expression. It will demonstrate practical methods of arousing and maintaining interest in singing and of applying the principles of rhythm, tone quality, and interpretation to the development of good taste and power.

NATURE INTERESTS

This course will deal with the great fundamental and universal interests of children in plant and animal life. It will

COURSES IN PLAY

attempt to show in what practical way, even in a great industrial city, children may retain their contact with nature, which more than any other single thing, perhaps, has revealed to man his place in the scheme of life and his personal relations to it. It will demonstrate methods of work in flower and vegetable gardening, in the playground, schoolyard, vacant lots and back yards, and also home decoration, nature collections and care of domestic animals and pets. Opportunity will be given for practical laboratory work in the Association greenhouse.

STORY INTERESTS

This course is a practical one in storytelling. It will apply the principles of child psychology and good literature to a suggested course of stories for children, demonstrating methods and illustrating the art of effective storytelling.

PLAYS AND GAMES FOR CHILDREN UNDER TEN

The purpose of this course is two-fold; first to present the play problems relative to the different periods of childhood; secondly, to teach plays, games and folk dances especially adapted to these periods. It includes also a special study of the play of different peoples and nations.

ADMISSION

Candidates for admission to these courses should be, preferably, graduates or students of a college, normal school, kindergarten school, technical school, manual training school, agricultural college, school of oratory, school of music, art school, school of physical training or library school. Students who desire to take selected courses or parts of courses, and not to qualify for certificates may be admitted upon application.

Credits are granted by the University of Pittsburgh for the satisfactory completion of courses. Certificates of work done will also be given to those qualifying for them.

POSITIONS

Summer positions, leading to full time positions, will be generally assured to such as give evidence of earnestness and ability. A limited number of students will be received and appointed to part-time positions during the fall and winter on

COURSES IN PLAY

salary. A limited number of students from local institutions will be admitted in view of preparation for summer positions. Such of these students as satisfactorily complete the courses will be assured of salaried positions during the summer of 1912.

The chairman of the recreation commission thought of the trouble he had last spring securing playground directors. "I'll try some of these experts next year," he said. He thought of the petition he had from one district, summer before last, for the closing of the playground—the director had been untrained and inefficient. He remembered last May at the annual meeting of the Playground and Recreation Association of America seeing some trained play leaders take children they had never seen, children from the Washington playgrounds, and interest them in games suited to their age—interest them so that they forgot all the delegates looking on. "Yes, those play leaders were from Pittsburgh—I remember George E. Johnson, the professor of play, was the man who had charge of the demonstration. Any man who can pick out such play leaders and train them as he evidently had—ought to be called a professor of play," said the chairman of the recreation commission, "even if he did not sit in a university chair. No wonder the citizens of Pittsburgh voted a million dollar bond issue for public recreation—with such a superintendent and such leaders."

The young man went away sorrowful.

The chairman of the recreation commission read the announcement gladly.

PLAY LEADERSHIP ESSENTIAL TO EFFICIENCY

It is not safeguards that we need, but the sledge-hammer, four-square truth. We have talked about playgrounds and emphasized the *grounds* with the result that we have a lot of rusted apparatus and demoralized gang-captured parks, where we should have organized play.

MARY E. RICHMOND.

PLAYGROUND COURSES

THE PITTSBURGH PLAYGROUND ASSOCIATION

IN CO-OPERATION WITH

THE UNIVERSITY OF PITTSBURGH

October to May

Under direction of G. E. Johnson, Superintendent Pittsburgh Playgrounds, and J. H. White, Professor of Psychology and Philosophy, University of Pittsburgh, Pa.

GENERAL, SPECIAL AND DEPARTMENTAL COURSES—

Designed to prepare for positions as Supervisors, Directors, Play Leaders and Teachers in Playgrounds and Social Centers.

GENERAL COURSES—In Philosophy and Psychology, History, Social Problems and Social Institutions, Play.

SPECIAL COURSES—In Organization, Administration, and conduct of Play Centers, in Dramatics, Sewing, Cooking, Manual Training, Art, Singing, Nature Study and Gardening, Physical Training and Athletics, Games, Folk Dancing and Festivals, Storytelling.

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FORMS OF PLAY



GRAFLEX CAMERA PHOTOGRAPH

RAW MATERIAL FOR THE PLAYGROUND

FORMS OF PLAY

OUTDOOR



L. W. Hine

The East Orange Oval is a real center for boy life. Many rural communities feel the need of such play centers

INDOOR



WRESTLING CLUB

FORMS OF PLAY

WHICH?

PREVENTION



Buffalo Playground Commission

AT THE PLAY FESTIVAL

CURE



FOLK DANCING IN AN INSANE ASYLUM

Sometimes Better Than Medicine for the Sick Mind

FORMS OF PLAY



Buffalo Playground Commission

CROSSCOUNTRY RUN—BIRD AVENUE PLAYGROUND

These school boys are not likely to find their way to a tuberculosis sanitarium

FORMS OF PLAY



A QUIET HOUR IN A NEW YORK CITY RECREATION CENTER

FORMS OF PLAY

WASHINGTON CROSSING THE DELAWARE
Boy Scouts—PRINCE STREET PLAYGROUND

Newark, N. J.

The idea of celebrating Washington's Birthday originated with these boys without any outside suggestion. The girls' clubs helped to make the cotton batting wigs, the paper hats, and the paper muslin cloaks. The frame of the boat was made in the manual training class of another playground.



FORMS OF PLAY



PLAY AT RECESS

FORMS OF PLAY



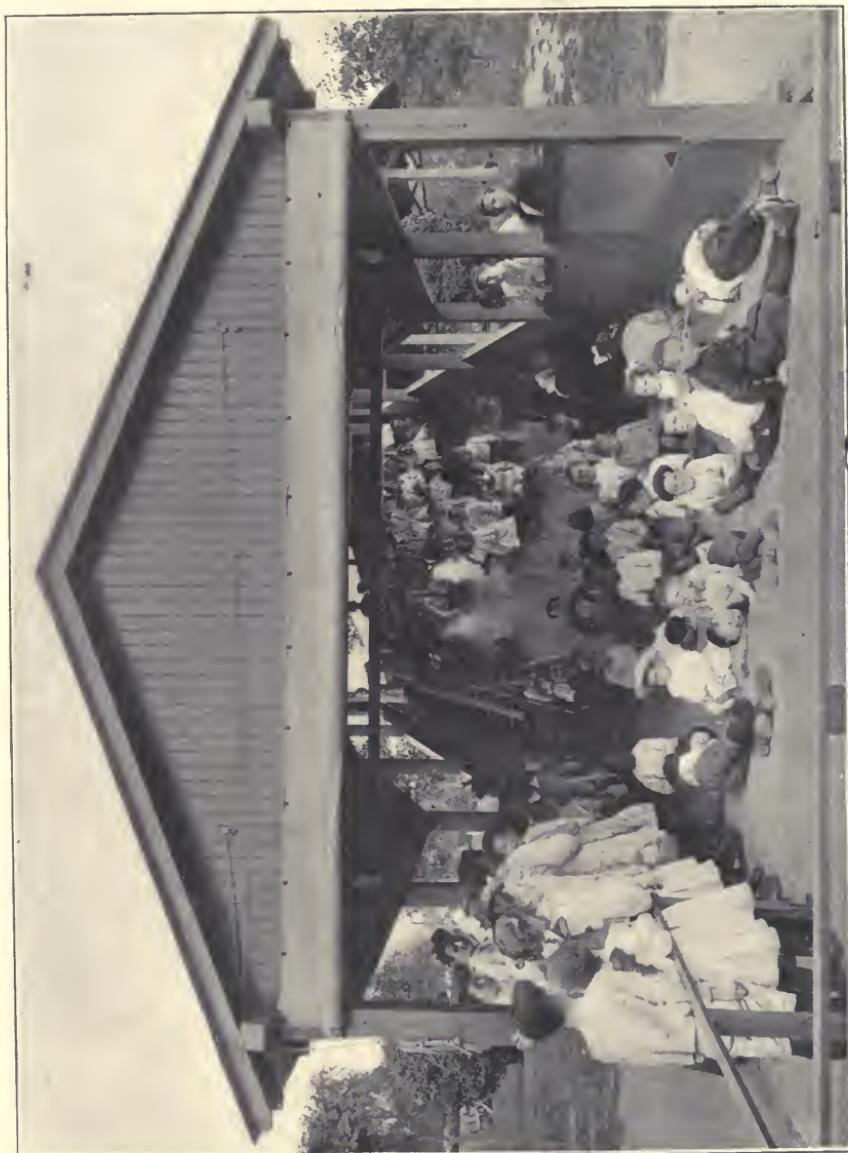
Home and School League, Philadelphia, Pa.

WASHINGTON SCHOOL RECREATION CENTER

Sewing—The American Way

A PLAYGROUND AS A CHRISTMAS GIFT

FORMS OF PLAY



THE CHILDREN'S PLAYHOUSE AND PLAYGROUND, PHILADELPHIA, PENNSYLVANIA
Provided Through a \$50,000 Gift of Richard and Sarah E. Smith

RECREATION THE BASIS OF ASSOCIATION BETWEEN PARENTS AND TEACHERS*

CLARENCE ARTHUR PERRY

Department of Child Hygiene of the Russell Sage Foundation

One winter's evening several years ago, a tough walked into a New York evening recreation center. He had gone there with the avowed purpose of "cleaning out" the whole place, but on observing the rather determined and capable athletes who were present he gave up his idea, and stood watching some boys do stunts on the horizontal bar. Presently the gymnast in charge noticed him and asked him to take his turn with the others. To his astonishment he found that he could not perform feats which the others did with ease. The instructor gave him some points and he improved. The next night he came again, and the following one also, each time making straight for the little group around the horizontal bar. He soon became more proficient than any of the other boys.

In the meantime the principal of the center had learned that the new youth was the leader of a notorious gang which had long terrorized the neighborhood. Seeking him out one night the principal suggested that he might care to organize a basket ball team among his fellows and take part in some of the match games which were being held in the center. The boy brought in his gang. In order to get up a team they had to hold meetings, and the principal gave them the use of one of the class rooms. To transact business it was not possible for all the boys to talk at the same time. There had to be some order in the speaking. The club-director gave them some assistance and presently the leader of the gang found himself enforcing the ordinary parliamentary rules that obtain in public meetings.

Having formed a basket ball team that played regular match games the boys fell into the habit of meeting at the center. The team was a nucleus, which, under the stimulus of a meeting room, all their own, grew into a club. Besides holding match games the new organization began to hold debates. In order

* An address delivered February 10, 1911, before the Principals' Association of Graded Schools, of Washington, D. C.

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to argue the members were obliged to obtain more information, and searching for it led them into the library and into a permanent interest in books. Thus, in time, the gang which had been a terror to the neighborhood became an active athletic and literary society, and the one-time tough was its president. In such ways as this the evening recreation centers of New York City are accomplishing their work. Thus they are demonstrating what the late Miss Evangeline Whitney, their organizer and long-time director, believed to be one of their main purposes; they are proving that for the boy in the city street the acquisition of "the athlete's code of honor is a triumph over lawlessness, the beginning of a citizen's conception of duty."

THE PSYCHOLOGY OF EFFECTIVE REFORMING

I have related this incident because of its significance as a method of dealing with delinquent youths. Let us see now just what means were used. In the first place the boy was attracted and caught by satisfying one of his strongest interests—admiration for physical prowess. The tough was proud of his own strength and his respect was given immediately to the gymnast who could surpass him. Instead of trying to kill this instinct for feats of the body the recreation center exalted it and provided more abundant means for its expression than were furnished by the saloon or the street corner.

Again, the tough was proud of his leadership. His subjects were only a gang of street boys, but ruling them satisfied his natural desire for power. Instead of throttling this ability the recreation center gave it, in the basket ball team and the debating society, a wider and more dignified range of opportunity. In a word, the center takes the keen, impetuous interests and powers of lusty boyhood, and, in place of attempting to starve them out of existence, it feeds them, develops them, and guides them into wholesome and useful forms of activity. It is the psychological method of leading lawless youths into the paths of upright citizenship.

THE COMMON INTERESTS OF PARENTS AND TEACHERS

How now does this theory of the best method to use in attempting to mold the lives of others apply to the business of planning

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an organization of parents and teachers? In every combination there must be some reason for the union, some mutual advantages to be gained by coming together. The association must satisfy certain interests of both groups, and the stronger these interests are the more robust will the association be. What, then, is the most vital set of interests which parents and teachers have in common? What is the strongest tie that exists between the home and the school? Probably none will object when we answer—the child.

HOW THE LOGICAL TIE WORKS

Suppose then we have an organization founded on the principle that the child is the basis of any association between parents and teachers,—let us see how it works. You, a member and a conscientious father, have just come home from a hard day at the office. After dinner your son hands you an announcement from the principal of his school. At eight o'clock to-night Professor So-and-So, of such a university, will address the association upon "The Spiritual Atmosphere in the Home and Kindergarten." All parents, teachers and their friends are cordially invited to attend. The discourse is to be about the two places which have the greatest influence upon your child's character; it is to reveal the highest aspect of the forces which are molding your child's life, the offspring of your flesh and bone.

Just watch yourself as you read that announcement. Observe how it *draws!* Do you feel it pulling you up from the table, pushing you into your overcoat, and sending you out to that school? But why not? It concerns one of the things you love most; it's designed to promote the highest welfare of that child for whom you'd gladly give your life. But do you go?

Suppose you are a teacher. It's 4.30 o'clock in the afternoon. You are just beginning to breathe naturally once more and you happen to remember the notice which the principal had sent around the day before, saying that on that evening the Reverend So-and-So, not only a prominent clergyman but the father of a conspicuously well-behaved family, would address the Home and School Association upon "Does a Child Need Discipline or Sympathy?" Now that is a matter upon which you need to

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have all the wisdom that is extant. It's necessary to have it for the preservation of order in your class room and for the display of that proficiency which brings promotion. And yet does the prospect of that meeting fill you with thrills of enthusiasm; does it quicken your progress homeward and send you out again on the wings of expectation?

THE PROGRAM THAT PULLS

On the other hand, what would have been the probable effect upon that father and that teacher if an announcement worded as follows had come to them? "At the meeting of the Parents' Association on Friday evening Dr. Frank Lively of the County Historical Society will give a lantern talk on 'Local Landmarks and their Romantic Associations.' The Ladies of the Fortnightly Musical Club, whose assistance last year is so pleasantly remembered, will be present and favor us with several vocal selections. During the social period following the stated program there will be refreshments and informal dancing. You may already have many acquaintances in the neighborhood, but there are still some charming people whom you ought to know and who would like to know you. Making their acquaintance might result in new and treasured friendships. The schoolhouse belongs to the people of the neighborhood and it can be used to enrich their life as well as that of their children."

THE FUTILITY OF TRYING TO MAKE PEOPLE GOOD

If the interests of the child form the guiding principle for the promoters of a home and school association it is inevitable that the program arranged by them will be filled with talks and lectures that are prepared especially for, and aimed directly at, parents and teachers; and only geniuses, capable of the highest platform art, can prevent such deliverances from smacking of the righteous-making motive. The irresistible tendency of speakers selected from that viewpoint is to point out shortcomings, the higher parental duties, neglected professional obligations and a multitude of ways in which fathers, mothers and teachers can *better* themselves in their relationship to the child. My point is not that such talks would not be good for the hearers. Their improvement in precisely these respects is most essential to the progress of the

THE USE OF SCHOOLHOUSES BY PARENTS

race. But however improving a talk may be potentially, it does not improve people actually if they do not come to hear it. The improving talk is the wrong kind of bait to use if you wish to catch fish after sundown.

Social affairs, occasions that amuse, exercises that afford recreation, doings which take the mind off from the troubles of the day and strengthen both it and the body for the morrow—these are the things which, in the margin of the day, engage the interest of the majority of ordinary human beings. Teachers are not simply implements for tilling the soil of the child's mind. They are people of flesh and blood, of warm human sympathies, and if parents meet them upon the ground of common human interests, of like capacities for enjoyment, they will not only know them better but they will find them more interesting. Likewise fathers and even mothers prefer to be known as somebodies other than the mere progenitors of their children.

THE BASIS THAT PROMOTES ASSOCIATION

The keynote, the prime requisite, of every occasion held by a home and school association should be *enjoyableness*—and this quality should be sought for with all the skill of a commercial amusement provider or the ability of a hostess in the diplomatic set.

RECREATION IN THE ORDINARY SCHOOLHOUSE

What, now, are the means of recreation, of sociability, to be had in a schoolhouse? Especially—I fancy someone is asking—how can a group of grown-ups have good times in a building which has neither auditorium nor gymnasium, nothing but a lot of class rooms filled with fixed, uncomfortable children's seats?

It is a difficult situation, but the successful work of the Home and School League in Philadelphia and of similar associations in other cities where the older type of elementary school building still prevails shows that it can be met. In such schools as these the main reliance has to be placed upon the kindergarten rooms and the eighth grade rooms. The difficulty about chairs in the case of the former can be solved, when the school board will not furnish them, by raising money through an entertainment in some school that has an assembly room or by soliciting private contributions.

THE USE OF SCHOOLHOUSES BY PARENTS

The varied sources of enjoyment which are found in the average city neighborhood and which can be drawn from by almost any society of parents and teachers are well illustrated in a list of sociable occasions taken from the annual report of the Boston Home and School Association.

ENTERTAINMENTS HELD BY BOSTON ASSOCIATIONS

A Chorus of Civil War Veterans sang Camp Fire Songs

An Illustrated Lecture on "Lincoln"

An Apple Lecture, with apples for refreshments

A Travel Talk, illustrated by lantern slides

The High School Orchestra assisted with selections

A Musical Entertainment by Pupils, including Piano and Violin Solos

A Double Quartette from the School gave several numbers

Local talent—musicians, elocutionists, banjoists—helped frequently

A Playlet by the Children entitled "The Birds' Christmas Carol"

An Exhibition of Folk Dancing by Pupils

An Apron and Necktie Party (Dancing)

The reports of the individual associations frequently tell of "tea and cakes served at all meetings."

Nearly all public schools, high schools especially, have musical organizations and talented pupils who would be stimulated and given a desirable kind of practice by assisting at home and school meetings. Likewise there are in every neighborhood accomplished musicians, reciters and travelers, who, if tactfully approached, will gladly give their services for the community's benefit. Inexpensive resources for entertaining are abundant on every hand and it requires only the right kind of organization to make them available for the enjoyment of the many.

THE IDEAL EXERCISE

One of the best vehicles of enjoyment which can be utilized in almost any kindergarten room and by any group of parents and teachers is social dancing. As a physical exercise for adults of sedentary habits there is none better. It not only makes the arteries more elastic, stimulates digestion and strengthens the

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lungs, but it frees the mind of worry and brings cheer into the soul. For eight years now in Providence, Rhode Island, a group of portly bankers, elderly merchants, and busy professional men have been meeting weekly and taking lessons from an expert in fancy dancing. The Highland Fling is their favorite dance. It must be beneficial to them or they would not keep it up. Indeed it would be difficult to find a group of men and women so old, so dignified or so prominent in the world's affairs that they would not be benefited by participation now and then in the good old rollicking Virginia Reel. There is also probably no way in which a superintendent of schools could more quickly and inexpensively energize his corps of teachers than by arranging for them and the people of the neighborhood a series of weekly dances in the schoolhouses. Many people find more real fun in the frequent and informal affairs than they do in the set dances, while several lively waltzes and two-steps make an excellent finale for any sort of a home and school meeting.

Another enjoyable general exercise which mixes well in any program is group singing—congregational singing it is sometimes called. This is one of the most successful features of the general evenings in the Rochester social centers. The songs are thrown on a screen by a lantern and the audience sings them with such a will and vim that the Rev. Samuel M. Crothers of Cambridge, the “gentle” essayist, on the occasion of a visit said he had not heard such singing since the Civil War days. “You people,” said he, “have done a great thing. You have found a substitute for the only good thing about war, so that war is no longer necessary. The one justification of war is that it makes people realize that they have a common bond, a common interest—and they express that feeling in songs.”

SOME UNAVOIDABLE RESULTS

Suppose now that we have an association formed on the basis of simple enjoyment; suppose that it successfully provides recreation and amusement for its members—what results will inevitably follow? In the first place its occasions will have large attendances; it will be a strong association. The effects of co-operation will react beneficially upon the members; they will become more truly social in their interests. It is inevitable that

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under such circumstances the parents and teachers will become sympathetically acquainted. The two groups will spontaneously talk about children. The parents will unwittingly absorb a knowledge of class-room difficulties and the teachers will pick up scraps of information about their pupils' home surroundings. The fathers will see the kind of equipment the school has and become more intelligent supporters of the superintendent's plans for improving it. These are just a few of the things which will happen from the very nature of the case in an association which is built on the plan of furnishing, primarily, enjoyment.

But the meetings, the occasions of the organization, would fail of giving the highest enjoyment if they did not lead somewhere. A novel may have the most entralling interest; its characters may be drawn with surpassing skill; its plot may be full of the most tragic situations; but if its perusal does not leave us with a clearer insight into the mystery of life, does not yield us a sharpened sense of our rights and obligations, it fails to give the highest pleasure. A play may afford two hours of bubbling enjoyment, or an equal period of the most heart-rending tragedy, but if it does not send us out of the theatre with a quickened conscience and an energized will it fails to arouse in us the fullest enthusiasm.

And so with a home and school association,—its meetings may be landmarks of happiness in our dreary lives, but unless they at the same time make us feel that we are getting somewhere, that we are accomplishing something more than just having good times, then they will fail—not only to make us good, but to exhaust their capacity for making us happy.

There are at the present time several movements which home and school associations are promoting and in connection with which much remains still to be accomplished. These are the matters of public recreation, the institution of a sane but enjoyable and significant manner of celebrating our holidays, medical school inspection and school hygiene, of which open-air schools form an important branch. While all these subjects center upon the child they are so objective and scientific in character, so largely matters of community administration rather than individual obligation that they interest and do not repel. Being more or less new to the teacher as well as to the parent,



HIRAM HOUSE PL.
Six thousand people sometimes gather on



ROUND, CLEVELAND

summer evening to watch the motion pictures

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neither has the advantage of superior knowledge and both can approach them upon the terms of equality. They are admirably adapted as subjects of discussion or promotion in connection with the regular social and recreative work of an association, and occupation with them will furnish the serious element that must be included in its activities if they are to afford the most satisfying enjoyment.

SOME ACCOMPLISHMENTS OF EXISTING ASSOCIATIONS

One cannot peruse the reports of the larger federations of parent-teacher associations without being amazed at the number of important things they accomplish. The Philadelphia Home and School League, which is made up of some fifty branch associations and twenty-six affiliated organizations, supported and ran during the winter of 1909-10 eleven social centers. It runs a bureau of speakers and entertainers; has a school luncheon department which is serving daily luncheons in four schools; holds two annual conferences; and constantly throughout the year it brings the grown-ups and the young people together in the schoolhouses in enjoyable and profitable ways. Through the efforts of the various branch associations the schools are receiving new pianos, pictures, domestic science outfits, playground apparatus and many other valuable pieces of equipment. At the same time a stream of information, advice and inspiration is flowing into the homes which enables them to co-operate more efficiently with the schools in the upbringing of children.

The Boston Home and School Association, to which reference has been made, not only furnishes large numbers of people with most enjoyable social occasions, but it undertakes serious sociological inquiries and performs other services of the greatest importance to the community.

For example, its committee on theatres and amusements investigated the manner in which some 3300 school children spent their evenings. The results, which were published, were most significant and valuable to parents. Its hygiene committee has exerted a strong influence upon the school officials to have the school windows kept clean, thus helping to conserve the eyesight of the pupils. The same committee has also performed some very successful experimentation with penny lunches for

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school children. They are now (1910-11) working in some twelve schools, in each of which about 200 children are given penny luncheons at the morning recess. Another one of its committees, at the request of the city school board, prepared an elaborate scheme for the wider use of school buildings. These are only a few of the ways in which the Boston association is enriching the social and intellectual life of the whole community.

In Auburn, New York, there is a federation of parent-teacher associations which carries on each summer an extensive playground work and which recently waged a successful campaign for the addition of a probation officer to the staff of municipal officials. In Houston, Texas, there is a most energetic group of mothers' clubs and parent-teacher societies. They number only seventeen, but in two years after starting they raised over \$21,000. This money was expended in serving hygienic lunches, equipping school kitchens, purchasing pianos, and providing numberless other things that were needed in school work but which could not immediately be secured from the city.

One of the chief advantages of having an association on a recreative basis and of having as features of its work the promotion of the objective movements which have been mentioned is that both of these things can be taken care of by people outside of, but working in co-operation with, the school system. The daily duties of the teachers are all they can perform and perform well, and the association, in affording them recreative occasions instead of opportunities for a lot of arduous work, is only performing a part of its mission and, incidentally, promoting efficient class-room work.

Behind every successful organization in the industrial or commercial world there is some one personality of conspicuous force and ability. And so in starting a parent-teacher association the principal, or whoever takes the initiative, might well seek first for an experienced leader. The chief requisites are leisure, organizing skill, executive ability and a capacity for hard work. In making the proposal there should be pointed out not only the good such a person could accomplish but the power that would be wielded and the social rewards that would ensue. The latter may not seem a high motive, but it is one of the strongest forces back of the large achievements in politics and business,

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and there is no adequate reason why it should not be used in pushing a home and school association.

To be most efficient a meeting of parents and teachers—and the provision of a series of these constitutes the chief business of an association—should have the principal qualities of a work of art. It should afford delight to the senses in ways that also satisfy the needs of the soul.

*ATHLETICS FOR THE PLAYGROUND**

LEE F. HANMER

Russell Sage Foundation, New York City

When organized athletics are mentioned one immediately thinks of the traditional forms of track and field sports that are used by colleges and athletic clubs. These no doubt have their value, but we are coming to agree that the value is more largely social than physical. Properly administered they are useful in developing group spirit and in teaching right standards of fairness and square dealing.

It is true that the training does develop boys physically, but the selective forms of athletics put so much emphasis upon strenuous effort and hard training that it is in the minds of many a serious question as to their value from a physical standpoint. This does not mean, however, that the track and field sports, baseball and football are to be discarded. They have a function that is thoroughly worth while. The great need is for forms of athletics that will develop boys physically, reach great numbers, and teach them fair play.

Two kinds of athletics that meet these requirements have been worked out successfully in the New York City schools. They are known as the Athletic Badge Test and Class Athletics. In the Athletic Badge Test the aim is to furnish an opportunity whereby all boys may have a chance to show evidence of athletic prowess. For the elementary school boys there are two sets of standards so arranged as to make them sufficiently difficult

* Address delivered at the Fifth Annual Meeting of the Playground and Recreation Association of America, May 12, 1911

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to be worth-while and at the same time sufficiently possible of attainment to attract the boys to them and not discourage them by the thought that there is no hope for them to win.

The first set of standards is known as "Standard A" and to each boy who is able to come up to the required mark a bronze badge or button is given. To those who qualify under "Standard B" a bronze and silver button is given. The two are similar in their requirements but vary in the degree of attainment. Each boy is required to run a certain distance within a prescribed time; to jump a certain distance and to pull himself up to a bar a given number of times. This insures a measurable degree of all-around physical development, and it gives to all boys an opportunity to win a badge upon an absolute basis and not upon his ability to beat someone else.

When these tests were first given in the New York schools only about two per cent. of those who tried were able to qualify. This was about five years ago. Since that time the boys have practiced these events so faithfully and have gone into the tests in such great numbers that it is not unusual now to find a school qualifying from fifty to sixty per cent. of its boys under one or the other of the standards.

To each school whose boys take part in the athletic badge test an engraved diploma is given, upon which the names of the successful boys are enrolled each year, thus leaving in the school a permanent record of the successful endeavors of the boys in the athletic badge test. A similar plan might be followed on the public playgrounds. The following are the standards under which the boys qualify:

STANDARD A

60 yard dash	8 3-5 seconds
Pull up 4 times	
Standing broad jump	5 ft. 9 in.

STANDARD B

60 yard dash	8 seconds or
100 " "	14 "
Pull up 6 times	
Standing broad jump	6 ft. 6 in.

ATHLETICS FOR THE PLAYGROUND

This form of athletics reaches all the boys. It does not make it necessary for a boy to defeat someone else in order to win. It simply requires him to bring himself up to a prescribed standard of efficiency.

The Class Athletics is a very different kind of athletic activity although it is designed to reach the great mass of boys rather than the select few. It is a form of competition in which one class or group competes against another class or group of the same school grade. The official competitions consist of events similar to those in the athletic badge test,—running, jumping and chinning,—but it is quite possible to adapt it to all forms of athletics in which there is individual competition. The plan is to have all the boys in the class take part in making a class record in a given event. This record is compared with the record made by other classes of the same grade and to the class setting the highest mark a trophy is awarded. The three events are carried out as follows:

CLASS JUMPING

The custom in athletic competitions in this event is to allow each competitor three jumps, his best jump being taken as his record. This plan is followed in the class athletics. Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about 4×25 feet and having a wooden strip 2×4 inches embedded in the ground at one end of the pit flush with the surface to serve as a "take off."

The class is lined up behind the "take off" and each boy in turn takes his jump. The distance from the edge of the "take off" to the first mark made in the dirt is measured as the boy's jump. After each boy in the class has had his three trial jumps the best records made by all the boys are added together and the total divided by the number of boys competing. This gives the class record.

In order to have a record count in competition with other classes, it is required that at least eighty per cent. of all boys belonging to the class or group or club take part. A spirit of "team work" at once develops and the preliminary practice helps the boys physically.

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CLASS CHINNING

In this event each boy is given one trial only. The physical exertion is so great that the first trial is always the best. A portable chinning bar may be placed in a doorway, a horizontal bar in the gymnasium may be used, or the rungs of a ladder set at an angle against a building or wall will serve the purpose. The inclined ladder is probably best as it readily accommodates boys of different heights.

Beginning with the arms straightened at full length the boy pulls himself up until his chin is even with the bar. Then lowering himself again until his arms are straight he repeats the "pull up." The number of times he is able to bring his chin to the level of the bar is his record. The boys are lined up and take their turn at the chinning the same as in the jumping. The total number of pulls divided by the number of boys taking part gives the class record.

CLASS RUNNING

It is not always possible to have a stop-watch for timing the boys in the class running. A plan has therefore been devised by which the timing may be done with an ordinary watch. The boys are lined up back of the starting mark and the timer takes his position at the finish line. This finish line should be a mark on the ground. The first boy to run takes his place at the starting mark; the timer waits until the second hand of his watch points to sixty, then instantly by a quick downward motion of the hand signals the boy to start. As the runner nears the finish line the timer again raises his hand and at the instant the runner crosses the mark he gives the signal for the next boy to start. This is repeated until the whole class has run. The time elapsed during the running is divided by the number of boys taking part, thus giving the class record.

While it may be and probably is desirable to continue the track and the field athletics it is certainly true that these other forms of athletics that reach all the boys, giving each fellow a chance to win a badge or help to win a trophy for his class or club and at the same time build him up physically, have great possibilities.

PLAY LEADERS AND BOY SCOUT ACTIVITIES*

JAMES E. WEST

Executive Secretary, National Headquarters, Boy Scouts of America

It is difficult to outline a program which will be of practical use to those who represent so many different forms of playground work. In some cities playground work is so far advanced as to have an all the year program with splendid equipment, and what is more important an all the year leadership. In other communities there is only the summer period with leaders available for but summer months. In still other communities the woman predominates as the play leader and the playground movement is primarily for boys under twelve years of age, with girls of all ages. The boy scout movement has a field for operation among boys over twelve alone. Too much emphasis cannot be placed upon that point. It is a mistake to undertake to carry out a program or method of work offered by the boy scout movement for boys under the age of twelve.

Notwithstanding these handicaps I will try to tell you something of what has been done and give outlines of some of the things that may be done.

In many ways the boy scout movement is similar in its aims and purposes to the playground movement.

The motto of the movement is "Be Prepared." The boy upon becoming a scout promises to keep himself physically strong, mentally awake, and morally straight. The program of activities is such as to bring about an all around development so that the boy will be prepared to act in any emergency whether it involves use of muscle or an alert mind. The scout movement affords little opportunity for the star performer as such. He must, in order to have the privilege of wearing the scout badge, meet all of the requirements and submit to a fair test before a group of men in order to prove that he is entitled to the privilege of the patrol.

Although the boy scout movement is young in America, we have reason to believe that already there are approximately

* Address delivered at the Fifth Annual Meeting of the Playground and Recreation Association of America, May 12, 1911

PLAY LEADERS AND BOY SCOUT ACTIVITIES

five hundred thousand boys identified with it in some way. It is true that perhaps not more than one hundred and fifty thousand have qualified as Tenderfoot Scouts. A much smaller number have qualified as Second-class Scouts and a comparatively few as First-class Scouts. There are thousands and thousands of others, however, who because of the popularity of the movement and its attractive features are seeking to become Tenderfeet. The great need today is leadership. In fact practically the only serious problem confronting the scout movement is this question of efficient and adequate leadership. The whole success of scouting is dependent upon true personal leadership of a small group of boys. Taking advantage of the gang instinct, the patrol is made up of seven or eight boys under the leadership of an older boy who works under the direction of a scoutmaster, who generally has from three to four patrols. The scoutmaster must be at least twenty-one years of age and should have ability to lead and to command the respect of the boys. His interest in boyhood and the genuineness of his own life are elements taken into consideration before an appointment or commission is granted. He is selected with great care and generally cannot secure his commission until a group of representative local men, organized as a council, agree to become responsible for his work.

From all parts of the country come requests to national headquarters and to local councils for increased numbers of men who will take up this movement and offer to the boys an opportunity to carry out the program. In other words, the great demand is for the scoutmaster. It is pertinent that those of us who are engaged in the playground work should look into the matter carefully and see wherein we can meet this demand. That I might be guided wisely and give you something concrete as to what has been actually done, I addressed a letter to a number of playground leaders who had already become interested and have attempted to carry out the program. As a result I have secured helpful information.

Mr. E. B. DeGroot wrote that in Chicago a special point had been made of introducing boy scout activities in existing institutions rather than attempting to round up unattached boys. All the playground directors of the South Park System were

PLAY LEADERS AND BOY SCOUT ACTIVITIES

assembled to listen to a description of the movement, its history and the possibilities of adapting it in the play centers. This was followed by the organization of scouts in many of the playgrounds. In Chicago the scout program is looked upon as a good supplementary element to inject into the general playground program,—as so much material which may be used as basketball, track athletics, dramatics, and wrestling are used now.

It is from Mr. DeGroot's viewpoint that you should all consider this matter. The method he followed in presenting the movement to his workers is to be commended and offers a practical suggestion for you to take home.

An extract from a letter of Mr. E. S. Martin, of Columbus, Ohio, reads as follows:

"The Department of Public Recreation has found the men who are to work in our playgrounds this summer very anxious to do all they can for the boys and they will make the best scout-masters that can be found. This co-operation places these men in touch with the boys not only during the summer months but during the entire year. We prefer these men in our playgrounds and find that through the working together of the two bodies they are much more valuable to us as playground workers as well as to the boy scout movement.

"We did not select these men because of their connection with the boy scouts but because they happened to be the best men available for playground work. Those connected with the boy scout movement seem to feel that the facilities which we have during the summer months in connection with the playground work are especially valuable to the scout movement. Our bathing beaches, baths, swimming pools, etc., will be used during the summer and our recreation centers during the winter,—in fact we are keeping centers open at the present time for the use of the boy scouts, which would be closed otherwise."

From Buffalo Mr. Harry A. Allison writes as follows:

"We have ten playgrounds and will have twelve in the spring. I have asked the directors to send me one boy from each of the grounds that they consider the ideal boy for a patrol leader (boys to be between the ages of sixteen and twenty). I plan to meet this group at the office, give them a brief history of the boy scout movement and present each boy with a copy

PLAY LEADERS AND BOY SCOUT ACTIVITIES

of the Boy Scout Manual asking them to take it home with them and read it over with their parents, and allowing them one week to decide if they want to go into this boy scout school.

"We have the promises of six men who are capable of instructing in the different branches of scouting who are ready to start on this work at any time. The plan is to have one of these men give the boys a talk each week, divide the boys into groups of two, sending one group to the regimental cooking school which meets once a week, one to the signal corps drill, one to the hospital corps drill and one to the naval militia drill, grouping these boys according to the subjects in which they are chiefly interested. By spring our boys will be ready for outdoor work, continuing this school through the summer with hikes, week end trips, and at least two weeks of camp life. Then in the fall start the formation of a troop with these boys as patrol leaders, to go through the same work with the recruits."

It should be remembered at all times that the scout program is intended primarily for the adolescent boy, that is, the boy over twelve. As you know, the boy over twelve, when allowed to use your playground equipment, as a rule does so to the detriment of a great number of small children. He plays in a different manner. In most of our cities we have found it necessary to give him a separate place. Furthermore the older boy will not take the same interest in the scout movement if the boy under twelve is allowed to become a member.

Most of our play leaders today are women who are doing splendid service and it is indeed unfortunate that it does not seem practicable for a woman to promote the activities of the boy scout program. There are, however, a great many men especially in our larger cities who are endeavoring to maintain the interest of the boy in connection with the playground, and to them the boy scout movement affords an excellent opportunity for definite work. The program of scout activities is such that only a portion of it can be carried out on the playground. Another handicap is that it would hardly do to encourage the playleaders to absent themselves from their regular playground work for their various hiking expeditions which form such an enjoyable part of the scout program. In many cases the play-

BOY SCOUT ACTIVITIES ON THE PLAYGROUND

leader who acts as a scoutmaster secures the co-operation of some man in the neighborhood who either as an assistant or assistant scoutmaster helps out with these features.

BOY SCOUT ACTIVITIES ON THE PLAYGROUND*

PRESTON G. ORWIG

Field Secretary, Boy Scouts of America

Adapting the activities of the boy scout movement to the work of playground and recreation centers has resolved itself into more or less of a problem to playground directors. It has been suggested that the chief difficulty has been the failure on the part of directors to establish in their minds the fact that the boy scout movement is not an organization, but a method of work which can be adapted and applied to any organization or movement dealing with boy life. In other words, it is not antagonistic to existing organizations, nor does it seek to draw boys from other organizations with which they may be connected. With this fact clearly in mind, the "problem" or task is greatly minimized.

In addition to the above, there are three other important points, to which attention should be called; they are,

- 1st, That scouting was originally designed for adolescent boys (between the ages of twelve and eighteen years).
- 2d, That it furnishes the male adult worker with a definite constructive program of activities, looking to the physical, mental, social and moral development of the boy.
- 3d, That the element of leadership of the right sort, is essential both to the success and permanency of the work.

Scouting is serious business. It is not merely a pastime. It is a program of character building recreational education, through which it is possible for the adult leader to train the boy into becoming a desirable citizen and a useful member of the community of which he is a part. In a word, it is a golden opportunity to educate the boy, naturally, into the idea of community life and useful citizenship, and kindling in his mind a

* Address delivered at the Fifth Annual Meeting of the Playground and Recreation Association of America, May 13, 1911

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vision of real patriotism and love for his fellow man. To lower the tone and dignity of the work one iota means the loss of this opportunity.

The scoutmaster who uses scouting activities simply to amuse and entertain a group of boys, without having this higher ideal in mind, is overlooking a magnificent chance to render a real service to his boys and his community, and it would not be putting it too strongly to say, is guilty of the grossest neglect.

Patrol and troop organization should not be effected unless a permanent piece of work is planned. A scoutmaster should also have one or two competent assistants who could take up the work, in the event of his finding it impossible, for some reason or other, to continue. Once organized, the work should be continued at all hazards. To organize and then break up within a comparatively short space of time, serves to lessen the boy's regard for the movement as a whole, and makes it all the more difficult to tie him up to it again at a future time. Another point, in this connection, which should not be overlooked, is the fact that every troop of twenty-four boys should have a scoutmaster at their head. A man should not attempt to handle more than this number. To do so means the loss of that close, personal touch of the adult with the boy, which the smaller grouping makes possible. The success of a troop would be more marked if this rule were rigidly observed.

Special emphasis has been laid on the foregoing points in order to better enable the playground director to determine the part he should play in the organization of scout work in his community.

LEADERSHIP

The man at the head of the playground work of a city holds a peculiar position in his relationship to the play life of the boys of his community. He is the recognized expert on all things pertaining to organized play. His mission is one of helpfulness and co-operation both to individuals and organizations. The playground centers over which he has control are thrown open to boys and girls ranging in age from six or possibly younger to sixteen years, regardless of creed or nationality. He does not seek to wean them from organizations or institutions with

BOY SCOUT ACTIVITIES ON THE PLAYGROUND

which they may be connected. In other words, his work is not in opposition to other work which may be planned by Sunday schools, church or street boy clubs, settlement houses, or the Young Men's Christian Association. He is not setting up a piece of work with a view of the abandonment of all other work in favor of his. Quite to the contrary, he is providing a place for organized play and games, for the boys of all these different organizations, as well as for the unattached boy. In this way, he is rendering the most valuable kind of co-operation to boy workers and organizations, by making it possible for their boys to spend their spare time, during the day, on the playground, under proper supervision.

UNIFICATION OF THE WORK OF THE CITY

The playground director can render valuable assistance to the scoutmasters of his city, by providing a program of scouting activities in connection with his regular work, thereby affording the "registered" scout an opportunity to engage in the things in which he is especially interested and at the same time interesting the "unattached" boy in a scheme of work which is sure to aid him materially in his development. In this way, the work of the scoutmaster, who may be a busy business man, goes right on uninterruptedly throughout the day, although he is physically separated from his boys because of his business. The unattached boy, desiring to become a scout, should be referred to the scoutmaster of the troop nearest his home. Thus, the work is carried on with the utmost harmony prevailing, and the director, whose first thought is that of service to the community, instead of confining himself to one or two troops of boys, has become a prominent factor in unifying the work of the city.

There may be cases where the director will find it desirable to organize troops on the playground. This, of course, should only be done when all of the above points have been carefully considered.

ACTIVITIES

Presuming, now, that the playground director is desirous of carrying on scouting activities, without effecting organization, the following suggestions may be of help to him in his work.

The Semaphore Flag Drill. This consists of teaching the boys

BOY SCOUT ACTIVITIES ON THE PLAYGROUND

the Semaphore Signal Code in the same manner as the instructor in the gymnasium would teach a class simple calisthenics. The use of flags would add greatly to the attractiveness of the movements, but in the event of not having flags, the arms could be used. The girls on the playground could make the flags, under the guidance of an instructor. (This should be the limit to their indulgence in scouting activities.) In conducting the drill, four, six or eight counts, as desired, may be used to each letter. A few drills will be sufficient to teach the boys the code. Once they have learned it, simple sentences can be spelled making the drill far more fascinating. The Myer or Wig-wag system of signalling, and also the Continental Morse Code can also be used for drill purposes. Both of these systems require but one flag. Full information regarding the various codes, flags, etc., is given in the official handbook of the Boy Scouts of America, which can be purchased through any dealer or direct from the national headquarters, 200 Fifth Avenue, New York City.

Knot Tying can also be taught to groups of boys, using the drill method. The boys should be lined up in the same manner as above and each supplied with a yard of rope. They should first be taught to "whip" the rope ends so they don't unravel. The instructor should be careful to stand in a conspicuous place where he can be seen by all. When tying the knots he should stand with his back to the boys, talking to them over the shoulder. Otherwise, they would be unable to follow the movements, all of which should be exceedingly slow until all the boys are able to tie the knot. When a great number of knots have been learned, knot tying contests can be held. These may be worked in various ways, such as a blindfolded contest, or choosing sides, with even numbers to the sides, and eliminating a boy when he fails to tie a knot. The tying of fancy knots, such as the double wall, crown or diamond, is exceedingly interesting, as is also instruction in splicing.

Simple First Aid drill can be handled enmasse in this same manner. Every other boy is provided with a roll of bandage and a triangular bandage. The boys without bandages are used as the subjects. At given signals, hand, head, eye, jaw, neck, arm and reverse roller bandages can be applied. The Shaffer or Prone Pressure method of resuscitation forms the basis for

BOOK REVIEWS

an excellent drill; likewise the making of improvised stretchers with coats and practicing the Fireman's Lift.

Water boiling contests, fire lighting with fire sticks, measuring distance, height, size and numbers, as well as the great number of games given in the official handbook, can all be worked out on the playground without difficulty and in a most successful manner. In fact, there are but very few of the mass activities given in the handbook that could not be adapted to playground work.

In addition to this, the playground director can co-operate with the scout council and scoutmasters of his city by helping them plan field days, scout meets, simple marching drills, exhibitions of scout work and in many other ways that may be developed from time to time by either the director or scoutmaster.

From the above, it can readily be seen that the playground director has a big part in the promotion of scouting in his community, but, as previously indicated, organization should be left to associations who are seeking to tie boys up to adult leaders, who can give them, during the most important period of their lives, the personal attention they so much need.

BOOK REVIEWS

CIVIC BIBLIOGRAPHY FOR GREATER NEW YORK*

BERTHA FREEMAN

Social workers might be saved much valuable time and "duplication of effort" if someone in each large city would set himself the task of compiling a bibliography of social conditions in his city. Such a bibliography of New York City has been made by James Bronson Reynolds, for the New York Research Council. It contains reference to the reports and publications of each local branch of social endeavor, and makes note of the library where each can be consulted.

* "Civic Bibliography for Greater New York," by James Bronson Reynolds. Charities Publication Committee 1911. Price \$1.63

BOOK REVIEWS

GAMES FOR THE PLAYGROUND*

BERTHA FREEMAN

In this little volume some twenty games are lucidly described, and adequately illustrated, so that as a handbook it should be useful to school teachers and playground workers.

These games, the author states, were selected from those current in a country school in England a generation ago where they were more or less traditional, and were chosen from a desire to arouse interest in organized playground games in the mind of the city child as well as to preserve the interest already present in the mind of the country child.

The games noted are suitable for both boys and girls of all ages above the kindergarten age; they require no expensive apparatus; they can be played at recess or in short periods of time; they furnish ample exercise for all; they are calculated to lay the foundation for co-operation and sportsmanship which are so valuable in all after life.

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SOME GREAT STORIES AND HOW TO TELL THEM†

EDNA V. FISHER

Mr. Richard Thomas Wyche's book, "Some Great Stories and How to Tell Them," will be found suggestive towards more and better storytelling. It is evident that this book comes from Mr. Wyche's deepest thought and feeling—that it is a message from vital experience. In spite of the oft-recurring impression that the author feels more than he can say,—that he often vainly strives to express his deepest convictions,—one lays it down with a new desire to make the most of every rich opportunity to tell stories.

The helpfulness of the book lies in the author's fine feeling for the spiritual value of the story. No doubt the author himself would vitalize the stories in the telling, but as they stare at the reader from the printed page, though simple and direct, one is conscious of the need of the telling.

* "Games For The Playground" by J. S. Barker, of the Royal Deaf and Dumb Schools, Manchester, England. Longmans, Green and Company, London and New York, 1910. Price 60 cents, net

† "Some Great Stories and How to Tell Them," by Richard Thomas Wyche. Newson & Co., New York, 1910. Price, \$1.00.

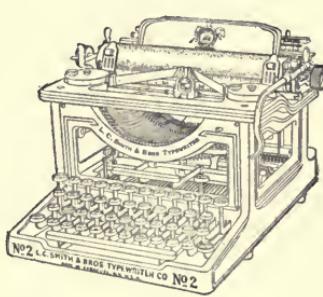
BOOK REVIEWS

The theory in the introduction is quite convincing. Even if the author, in the effort to cover the great field of his subject, has touched many points only superficially, yet one feels the suggestiveness of this touch.

Two chapters, *The Retelling of the Stories by the Children*, and *The Spiritual Equipment of the Storyteller*, would prove valuable to any reader. In the former, in a division called "The Rights of the Child," Mr. Wyche says, "The teacher who with rude hands stops a child and says, 'That is not the way it is in the book or the way I told it,' makes of the child an imitator and not a creator; thwarts at the very outset one of the greatest educational advantages of story reproduction. . . . Art comes from within, not from without." In the latter chapter, the author makes much of the need for being rather than seeming. He pleads for that breadth of spirit in the storyteller which shall subtly and yet surely communicate itself to the hearers and interpret and exalt all life. "Where there is no vision the people perish." The reading of this little book will prove stimulating and inspiring to all tellers of stories, and, moreover, will help to maintain in them that high thought of their mission which is fundamental to all true storytelling.

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PLAY AS MEDICINE*

JOSEPH LEE,

President Playground and Recreation Association of America

It seems to me that the laws of health are the most interesting laws there are. The process by which food and drink and air become man is the most interesting process in nature—a miracle in comparison with which everything else seems commonplace.

Imperious Caesar, dead and turn'd to clay,
Might stop a hole to keep the wind away.

But it seems to me infinitely more remarkable that clay, through an intermediate process of vegetation, can become imperious Caesar and shape the destinies of the world. Air, water, carbon, enter the human body and in a few hours or seconds become character. What just now was a piece of doughnut, morally innocent and unbiased, appears as love or hate or aspiration, partaking not only of human nature but of the form and accent of a particular personality, down to a trick of thought inherited from some remote ancestor.

Or if we say the body does not actually contain character, but is only the instrument of its release, the phenomenon is hardly less remarkable.

I am no physiologist, and am ignorant as to where the initiation takes place, at what stage it is that the new substance is met and welcomed, gets its credentials and its sailing papers and is made a partaker of the mystery. The ancient tradition that the blood is the life, the blood bond the basis of vital relationship, seems to have a physiological foundation. The blood has a great part assigned to it in the process by which matter becomes charged with soul. Each drop, when formed, apparently sets forth upon its mission possessed of much at least of the law and purpose of the individual. It knows, or learns as it goes along, the form of the body as a whole, judging with accuracy how much of repair is due to one tissue, how much to another—how much shall be accorded to the arms and legs, how much to the other members—and assigns to each its proper share. And the new tissues instantly understand the secret of

* An address delivered at the National Conference of Charities and Correction, Boston, Massachusetts, June 15, 1911

PLAY AS MEDICINE

the organism and their own part in it. Those constituting the body at a given time are, for their tour of duty, made custodian of the will and character of the individual, entrusted with the tradition, to carry it forward and hand it on to others in their turn. The body is like an army in active service to which thousands of new recruits are every moment reporting for duty on the field, and in which each recruit, as he is assigned his place, knows by instant intuition all that the veterans knew of the structure of the whole and his own part in it.

The body in short is not a collection of material but a process through which material passes every moment. It is like a cloud on a mountain. The cloud hangs there stationary, maintaining nearly the same shape. But if you climb up, you will find that the wind is blowing through it, sending every particle of mist singing along at the rate of perhaps thirty miles an hour. What gives the cloud its existence and its shape is not a certain body of material but a law imposed on material that passes through. Man is not a mass of matter in a certain state, but a vortex, a flame, controlling matter that comes within its reach.

How MAKE LIFE'S FLAME BURN BRIGHTLY

What can be done to make the flame burn more brightly? Partly, of course, the question is one of fuel; and one can learn every morning in the newspaper how by using special material, or even a special preparation of familiar kinds, one's vital energy and moral excellence can be enhanced.

But fuel is not the only consideration. A breakfast-food philosophy is incomplete. Without food or air, it is true, the man will die. But he will die in any case unless he is in condition to impose himself on food and air and imbue them with his purposes. Insistent heralds of the obvious love to reiterate such startling truths as that Napoleon could not conquer Europe without rations. But how long would it have taken his rations to conquer Europe without Napoleon? How many valiant potatoes could have done the trick?

On what, then, depends the ability to perform this miracle of subduing outer elements to the law of life? What is the way to health? Here for each of us there is an ideal body to be lived up

PLAY AS MEDICINE

into, a flower, which the seed was dreaming of, not yet fulfilled. How can you go to work to realize the dream?

The first shock to notions derived from dealing with inorganic matter is that the body grows not so much by taking in as by putting forth, that the way to accumulate strength is not by conservation but by using what you have. We are always teaching unfortunate children in our schools that if you take away two from ten you will have eight left. Whereas in all the important affairs of life when you take two from ten you are likely to get about fifteen. If you take away eight, and keep doing it, you may land up with two or three thousand, more or less.

THE FALLACY OF THE PRACTICE OF DOING NOTHING

There are people that think you can get rested by lying down. Even doctors sometimes tell you to do nothing. This might be very good advice if it were not for two things. The first is the difficulty of knowing how to go about it. What is the shape of nothing? What color is it? Where does it begin, how do you get hold of it, and exactly what is the process of its performance? The second difficulty is that the nearer you approach to doing nothing, the further you are from getting any good from it—that is to say, regarded as a complete regime. Of course there are rest and sleep and relaxation. But these do not build up. These are the gap between the waves and cease to be there when the waves cease. The prescription to do nothing is like the Irishman's account of how to make a gun—"Take a hole and pour iron round it." Until you pour your iron there isn't any hole.

THE WAY OF HEALTH IS ACTION

So the first thing we learn is that the way of health is action. You have got to do something, to use the little strength you have, expend the income that is given you, in order to accumulate power or get well.

So we prescribe exercise, gymnastics, using the muscles, moving the arms and legs. And then we find that the exercise does no good, that going through a set of motions merely makes you tired and after a time bores you almost to extinction—in fact, it becomes a question whether life is worth living at such a cost, even if it could be so lived.

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Then as you experiment you find that some motions are less boring than some others. There are combinations of movement that seem to carry a certain satisfaction with them. You can jump with a chastened joy even when you are not jumping over anything. A muscle will do more, and take more interest in doing it, when it is working as a subordinate in some larger combination—particularly when the whole body is engaged.

PLEASURE IN FORGETTING PLEASURE

But even making general, co-ordinated motions is still a somewhat dry pursuit. You cannot live by gesticulation even of the most satisfying sort. Pretty soon you find there is a mental element in healthful exercise. You are told that you must "enjoy yourself," "have a good time." And so you go yachting, take vacations, travel in Europe, frequent pleasure resorts. We have all of us seen the results of such attempts. Nothing in the long run seems to produce a deeper melancholy. The pursuit of pleasure is proverbially one in which the pursuer falls constantly behind.

Some people, however, have hit upon a device by which this sort of existence can be much improved. Young men, for instance, will go off into the woods with a pack and a canoe and an insufficient supply of food, get themselves lost, and then see whether they can get out again alive. In this way many successful experiments have been achieved. As soon as the man is no longer seeking pleasure but trying with all his faculties whether he can get out of the woods before he starves, he finds that there really begins to be a little fun in it.

There is evidently something in having to do the thing not for the pleasure there is in it but because for some reason or another it must be done. Subordination to a purpose you will find to be a standing quality in the activity that gives life and health. The purpose will not enter and build you up, will not lend its strength to you, unless you first lend your strength to it. It is not what you try to get out of a thing but what you put into it that is added to you. But it is not every kind of subordination that will make you well. Slaves are not particularly healthy, nor any people who are forced to drudge under exacting task masters.

PLAY AS MEDICINE

THE HEALING POWER OF WORK

Usually the best form of subordination is in conforming to the conditions of some kind of service. Those who have had most experience, doctors as well as charity workers, agree that the thing that conduces most to health is work—work that is recognized and respected, and through which a person takes his part in the world and does his share.

Often—usually perhaps—such work is paid. But as charity workers know, being paid for it is not a necessary feature of the job that cures. A woman taking care of her family is made well by it. A child who does his lessons well in school is getting the same kind of benefit. Many child-helpers have told me that the very best thing for a boy or girl is having some definite duty to do at home which is recognized and respected. In old days the making good of the young citizen took a military form. The Roman took the *toga virilis*, the young Athenian became a “man” when he reached proficiency in the arts of war.

What is it that gives to work this healing property? It is the consciousness of making good. What happens to you when you get hold of a piece of useful work is the coming into your life of the sense of holding up your end, of being one of the team, a member in full standing, able to say: “We, the citizens of Boston, who carry on and constitute the city, think so and so.”

THE INSTINCT TO BELONG

In short, the healing power of work is in its gratification of the great play instinct to belong—the instinct that makes the city and the state and is seen in boys’ gangs and in the team. This team instinct is the source of the necessity of making good and of the life that comes from doing so. The law of the team implies fulfillment of his part by every member, just as the law of the body makes its requirement of the lungs and the muscles and the rest. Are you the sort of stone that we can use or must you be rejected of the builders? We live, according as we feel the requirement of society fulfilled in us, as the boy’s life and satisfaction is in holding down third base. The initiations of college societies stand for a constant characteristic of every social whole. Birds will kill their lame comrade because their team sense will not allow them to abandon him, and his disability is a disability to the flock.

PLAY AS MEDICINE

CONSCIOUSNESS OF BEING A LAME DUCK

As there is nothing that will kill faster than the consciousness of being a lame duck, a useless drag on the working members of society, so there is nothing that gives life like the sense of competency.

There is one important and very practical thing we can all do to heal the sick, through the action of this team instinct to make good, which has so far been very little recognized. Already we are doing much to get people into useful work. Industrial education, employment bureaus, associated charities, doctors, all are working to this end. The other thing we can all co-operate to do is to enlarge our conception of what constitutes useful work so as to include the service that the sick can render. Dr. James J. Putnam has written well and with authority upon this subject. The thing above all others that makes invalids, and prevents those who have once fallen behind in the race from getting well, is the fact that once put out of the running, once below the standard which enables a person to take his part in the industrial world, no other standard is provided. The invalid has no recognized duty to perform. There is nothing definite required of him, and no recognition is given to what he does.

A TRUE MEMBER OF SOCIETY

Society like the individual has an invisible body toward which it tends. As any person so places himself as to fill out that form, he is received into it. He becomes a true member. The life of the whole passes through him and sustains him as the law of the cathedral thrills down through each detail, bursts out in the gargoyle here, restrains the pinnacle there, vibrates upward in the spire, and holds every stone in place. The invisible social body varies in its form. It exists in the minds of the people, and changes with their thought. It is the places that the public will, the people's conception, calls for, that can be filled, and in filling which a man partakes of the social life. There is a spiritual as well as a material demand and supply. Athens produced philosophers and artists because every citizen's conception of the body politic, because the real Athens of which the Parthenon and the Long Walls are but the material reflection, included philosophy and art. So Sparta produced soldiers, Rome administrators, Yale football players. These fill out

PLAY AS MEDICINE

the unseen body, the invisible corporation that the members have projected in their hearts.

THE INVALID'S PART

We must so extend our notions of what constitutes society that even these last, the invalids, are members of the team with a part assigned to them. We must learn to see so clearly that society's supreme duty is the soul's health of each that the neglect to attribute an honorable function, implying a moral demand, to any single member shall be abhorrent to us. We must in general feel that the invalid must and shall have a part, and in particular there is a task ahead of us in working out definitely for different classes of invalids and different individuals precisely what practical duties and responsibilities they can fulfill.

We must somehow say to the man that is down: "You are not left out; you as well as the rest have to hold up your end. Perhaps you are the one with the hardest job assigned. You are holding the line at its weakest point. You cannot contribute to material prosperity, but you can uphold the dignity of human nature where it is most imperiled."

And the part assigned to the invalid is indeed an important part. The regiment could never make a charge—there could never be a regiment at all—if those stricken down as it advances were not a part of it. It is because, whole or wounded, sick or well, alive or dead, they are a part of it, partakers of its acts, still advancing with it in their hearts, triumphing in its victory, that there can be such a thing as a regiment, an army, or a state. It is Dr. Putnam who has quoted in this connection Clough's verses:

If hopes were dupes, fears may be liars;
It may be, in yon smoke concealed,
Your comrades chase e'en now the fliers;
And, but for you, possess the field.

For while the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main.

PLAY AS MEDICINE

What real opportunities exist to be assigned in a given society depends on the opinion of its members as to the functions of that society. A man can be fully a member of a social body only if the part which he can play is recognized.

Heroic souls, it is true, can project their own society, can constitute through their own genius an ideal world and be sustained by it. But for the average sick soul, such a feat is beyond its strength.

We shall have inspired invalids, and genius in homely forms, in proportion as the commonwealth we each carry in our hearts shall call for them. The creation of human personality in all its manifestations is an act of faith to which we all contribute or from which we may detract.

POLITICIANS NEVER DIE

The vital potency of the belonging instinct is seen in many ways. It is said, for instance, that politicians never die, so potent to sustain is their function as official representatives of the community's team sense. Gladstone came very near to verifying that theory. When Balfour became a member of the House of Commons a long row of medicine bottles vanished from his shelf and have not reappeared. Methuselah I think was some sort of patriarch or political functionary.

In America the instinct is especially exuberant. Everyone you meet is either a Mason, an Odd Fellow, a Knight of some kind, a son or daughter of some great event, a pillar of a sewing circle or women's club, or a member of the Grange, to which everyone belongs, including father. In the old days in Boston they used to have inoculation parties when young people would go down to an island in the harbor and be inoculated with the smallpox. So now we have, I believe, tuberculosis clubs; and I suppose that any health resort is more or less of a conspiracy among a lot of invalids to set up a standard of achievement attainable to themselves and lower than the impossible, and therefore discouraging one which prevails in the outside world of the robustious. The old Yankee word "jiner"—one who joins—is now descriptive of the American people as a whole.

Work itself may be made greatly more life-giving even than it is when, besides being the method whereby a man makes good as a member of society as a whole, it also affords him the sense of team

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play in the small immediate group with which he works. The great undeveloped resource in this and every other country is the team sense of the workers. Socialism is utterly on the wrong track in trying to eliminate from industry the element of competition, with its satisfaction of one of the great play instincts of mankind; it is on the right track in preaching co-operation. What we want, however, is not preaching but development of the capacity for co-operation by actual exercise. We want production by co-operative societies, participation of the workmen in the conduct of our corporations, co-operation of farmers in the buying of machinery and supplies and the sale of product, concrete participation in government by the extended application of the town meeting—in short, the utilization of the great human belonging faculty in our work as well as in our play. Team play in industry is the great neglected game and means of health.

TEAM PLAY THE GREAT GAME

As the muscle derives its health from serving in a combination with the whole body, as the body owes its health to serving the purposes of the mind, so the life and health of the whole organism depend on acting as a member of a larger whole. The team law compels each member to his place as the bodily law assigns its duty to each organ. And this law of the social whole thrills down into all the members of the individual until each feels the swing of the larger orbit and responds. No drop of blood can do its best work, can go singing on its way content and happy, unless the whole body serves the mind and the whole man is a servant to the social whole. We are, for better or worse, citizens, parts of a larger organism. Every tissue in us knows it. Our physical life depends upon our loyalty. It is true such service may bring death in battle or in the hospital, but it is also true that the absence of such service shuts out all hope of life.

THE ADVANTAGES OF COMPETITION

But there are other kinds of play besides belonging. Olmsted, reporting his experience with the sanitary commission during the Civil War, said that systematic athletic recreation and the military bands had a great tendency to keep the soldiers well, while sending money home kept up their morale.

At the present time American athletic sports are driving out

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head-hunting in the Philippines as being a more satisfying expression of the fighting impulse. Competition is one of the root instincts of mankind and the commonest element in all our games. To leave it out of the game of real life would be to make existence flat indeed. A race in which all receive the same prize—because though he did not win, little Johnnie ran his best—will not permanently appeal to any boy or man. To cut the connection between successful exertion and the result obtained is to lame the arithmetic of life and rob it of its normal satisfaction. No man will be either competent or satisfied when the element of competition is removed.

WALTER SCOTT FOR A COLD

Some people I know always take Walter Scott for a cold. Some consider Trollope a more effective prescription; I believe, however, in reserving his Barchester and Parliamentary series for longer illnesses.

The simplest form of sport I have heard of, invented by a friend of mine when he had nervous prostration, was breathing. He told me it was the only thing that kept him alive. His invention did not consist of finding out that when your breath stops you die, but in learning that he could amuse himself by taking long breaths and letting them out very slowly with a hissing sound. This process, besides providing him an occupation, must have brought the additional satisfaction of being offensive to anyone in hearing. This is what the psychological students of play call “joy in being a cause”—and joy in being a nuisance is like unto it, and a very close second at that.

I remember one time when I was sick a niece of mine gave me a Japanese straw badger, and she fixed him with one of his arms up in the air so as to present a cheerful and enterprising aspect. He was, I think, the first incarnation of Denry the Audacious, Mr. Bennet's late creation. I think in my case it was that badger that pulled me through, though the cure was shared by a nurse who kept me doing things so that I was always looking forward to the next stunt, and a Japanese bird of a cheerful and adequate personality hung in a Christmas wreath.

SEEING PLEASANT THINGS

Just seeing pleasant things is a potent means of health. That is why girls make such good friendly visitors. Remember also Kip-

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ling's lighthouse man who went crazy because the steamers made streaks in his water. When he got on board a ship where the lines ran all kinds of ways, he began to feel better at once. When you have been in a city, where everything goes at right angles, you can feel the vital currents leap up again when you go out and see the rounded tree tops and sloping hills. The seashore is good if you don't take too much. But most people, I think, would die of it if they could not get where there was something besides gray colors and horizontal lines. Traveling would really be as good for us as it is supposed to be if you did not have to die first,—that is, cut off all your other means of life in order to indulge in it.

I remember associated charity cases in which the cure was wrought by taking the patient out into the country, or even on a walk along Washington street to see the shops. Perhaps in the Washington street case there was also the element of the football tactics required in order to win through that thoroughfare.

THE PLAY OF THE HAND

Next to the play of the eyes there is the play of the hand. Man is a creature of the hand. He was built back from it as a river is said to grow backwards from its mouth. It was from the beginning of his career as man his point of issue, the business end of him, what the jaws are to the wolf, the claws to the cat. As he first grew up from it, he can be restored through reverting to its use. Man is primarily a manipulator. Perhaps man and manual mean for practical purposes the same. His mind and temperament are built on manipulation and are tuned to it. In a few years from now you will find in every hospital manual occupation provided, fitted to the strength and talents of the different patients.

THE RHYTHMIC INSTINCT

I believe the greatest neglected source of health is in the rhythmic instinct. Its first and simplest expression, and its completest for most people, is in the form of dancing. The mistake we usually make is to suppose that dancing is for children only. The right age to learn to dance is the age you happen to be; but the best age for the use of the accomplishment is from about fifty on. The instinct is as strong in the later as in the earlier part of life, and the need of using it is greater in proportion as we tend to become

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stiff in the joints both of our body and mind. I think the National Conference of Charities should have its folk dances as well as its baseball. You know the last part of the story of the grasshopper and the ant—which has unfortunately been omitted from all editions heretofore—is that the grasshopper took the ant's advice, danced through the winter, and came out in better shape than the ant, who had been sitting all the time over a stove.

Then there is music, the dancing of the mind, which has restored many, from the age of Saul down to the present.

PLAY OF THE MIND

The most important play is play of the mind. All play is play of the soul—the active projection of the man himself as a force in the universe of action. But man is a thinking animal. It is that head of his that has won out against claw and horn and tooth. And it is the exercise of the mind that sounds the glad sources of his strength and shows him as the gladiator he is.

The mental element is in all play, but most in art and science, and these are the best play of man and the most health-giving. We keep our children now too many hours in school and too many hours doing nothing while there. But school, rightly conducted, is as important to health as outdoor play. And in later years the mental kind of play becomes increasingly valuable. The lawyer averages healthier than the prize-fighter, and a man can live longer on music than he can on golf.

THE WAY TO WIN LIFE IS BY LIVING IT

Back of this whole treatment, the secret of every cure through play, is that the way to win life is by living it; the way for anyone to extend his personality is by acting out the personality he has. Here, next the human body, actually absorbed into it or ready to be absorbed, are cells and other molecules sitting round waiting to see what kind of sport you have to offer them. Is your invitation worth accepting, is the kind of game they see going on there one that is worth their while to join? Can you get up such an excitement, such a rush and concourse of those who have already joined, that the on-looker is swept along in the contagion, compelled irresistibly to take a part? The game of health is like getting up a dance or a picnic. You must go in with a vim and a whoop if you

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want others to join with you. It is the big fire that spreads. Or it is like the method adopted by Mark Twain's Tom Sawyer when he had to whitewash the fence. You remember that he did his whitewashing with such gusto and artistic appreciation of his job, that the other boys, instead of pitying him, actually parted with their treasures—even to a dead rat with a string to swing it by that one of them was so happy as to possess—to buy a chance to do his work for him. Now Tom Sawyer is the sort of microbe you must have in your system in order to attract the rest. And it is you yourself—the actual you that deliberates and acts—who by the zest and interest of the work you assign to them can give to those already enlisted this triumphant and enticing character.

Of course I have not undertaken to cover the entire ground of play and show the use of every kind as medicine. I have merely indicated some of the chief veins that may be worked.

It is not every kind of dance that is given to a human being to perform. My own list of the play instincts—which are the constituting purposes of man—is creation, rhythm, hunting, fighting, nurture, curiosity, team play.⁷ Of hunting, fighting, and nurture, not spoken of above, it may be briefly said that we all know the therapeutic value of the chasing games and of going fishing, of the games of contest and of a good scrap; while having some living thing to take care of, if it is only a dog or a geranium, is the best, and fortunately the best understood, prescription for keeping almost any woman alive and well.

This list is doubtless incomplete. I give it as a contribution to the notion we ought to be forming of the general outline of that spiritual body which it is given to man to attain. Upon the recognition that there is such a spiritual body and the successful exploration of its form the future of all social, educational, and medical work mainly depends.

There are certain words written in our hearts that are the master words, that contain the possibilities of life for us. These are the ultimates, the things in which our actual life consists, to which all other phenomena of living are subordinate, all other vital processes tributary. Play is the fulfilment of these master instincts.

And it is in play, thus understood, that all our other actions find their cause and justification. We use the expression "full play" for a thing that is acting as nature meant it to. The emotions play,

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the fountain plays, meaning the thing fulfills its function in the world. And so of men. Play is the word that best covers the things which he as man was wound up to do, in the doing of which he finds his soul, becomes himself. It is by being citizen, nurturer, poet, creator, scientist, by actively filling out the ideal body waiting for him, that a man can win or save his health.

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WILLIAM CHAUNCY LANGDON

The drama of an agricultural town in Vermont, of its whole life, not only reproducing its history throughout the length of its 150 years, but prophesying its future development so specifically and convincingly as to be itself an inspiring potent force in that development,—this is what the Pageant of Thetford aspired to be and what in truth it became. To the people of Thetford it seems quite the natural thing to do, to continue their Pageant Committee as a permanent body to direct the general town development,—introducing scientific methods of agriculture under the advisory guidance of the United States Department of Agriculture and of the Vermont Agricultural College, arranging for the wholesale co-operative purchase of their grain and fertilizer and later for the co-operative marketing of their produce, overseeing the spread of the Boy Scouts and the Camp Fire Girls through the town, continuing the pageant orchestra and chorus, and arranging from time to time for a union town service in which the people of all the six villages shall gather together for united worship. To their minds these are appropriate duties for a Pageant Committee. What is a pageant for but to unite a town and to keep it united and moving along the road of its best welfare? The Pageant of Thetford is over; its three performances took place on August 12, 14 and 15, 1911; it served its purpose as a lamp to light the way at the cross-roads. But the real Pageant of Thetford is not over; it is there in the town, a

* This article is part of a chapter on the Pageant of Thetford in Mr. Langdon's forthcoming book, "The Pageant in America," published by Frederick W. Wilson, 37 East 28th Street, New York City. Price \$1.00. A review of this book will appear in an early number. On account of limited space it is necessary to omit here all that pertains to the first of the pageant.

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spirit,—invisible but radiant, substantial and abiding, sweeping forward on its way the whole life of the town.

PAGEANT POSSIBLE IN A SMALL VILLAGE

Thetford is a Vermont town situated on the Connecticut River about half way up the eastern boundary of the state. It has a population of 1,182 in an area of about 42 square miles. This is the lowest population the town has had since the first census was taken in 1791. Its history shows about the same course as most of our New England agricultural communities, reaching a height of pros-



"OLD QUAIL JOHN," THE FIRST SETTLER, ROASTING HIS QUAIL AND NEGOTIATING WITH THE INDIANS

perity in the period before the Civil War, and thereafter diminishing to a condition of rather serious depletion at the present time. The common fortune of the farming towns resulted in Thetford in a situation especially acute by reason of the fact that there the population was divided among six villages located at distances of from two to nine miles apart. Furthermore in the case of three of these villages, villages of other towns were nearer to them and had closer relations with them than some of the villages of their own

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town. In the absence of any strong interest common to the whole town, these diverse local interests of the villages had a disruptive effect so far as the community life of the town was concerned, and it would be quite a correct statement to say that Thetford was six villages, but hardly a town.

ATTEMPT TO SHOW SOLUTION OF RURAL PROBLEM

The situation from the pageant point of view was difficult, especially as the idea was not merely to make the pageant the celebration of the 150th anniversary of the town but the dramatized inception for a movement for the development of all the resources of the town,—agricultural, educational, social; in a word the dramatized inception of an attempt to solve the rural problem. There were those, in various parts of the state, who certainly would be considered competent to judge, who said that such a thing was impossible. The comment usually took one of two forms, either "I know Thetford well, and it can't be done," or, with a smile, "Well, if you can do it in Thetford, you can do it anywhere." To give names would be convincing but, in view of the successful outcome,



RICHARD WALLACE SAYING GOOD-BYE TO HIS WIFE BEFORE LEAVING
WITH THE SOLDIERS FOR BENNINGTON, AT THE TIME
OF BURGOYNE'S INVASION

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not fair. For that matter quite a number of people in Thetford regarded the idea as impracticable. One of the most intelligent, public-spirited men in the town opposed it strongly and steadily for months; he appreciated the great harm it would do the community if they entered upon such an undertaking and failed. He was wise, and from the intelligent point of view right in his attitude. Intelligence, however, like fire, is a bad master. When a man finds himself in the last corner, when a town finds itself in the grip of the rural problem, there is only one thing to do until the mastery is regained, disregard intelligence, shut eyes to facts and rely on determination. Frederic Ridgely Torrence has expressed this saving principle of conduct with victorious charm:

When my desire has set itself
Upon a thing and strives to win it,
And Wisdom's methods will not gain,
I use a little Folly in it.

The people of Thetford followed Torrence's example and decided to do it anyway, whether it could be done or not. And they did it: the pageant was a success and the greater pageant is progressing splendidly. If they continue as they have gone thus far, they bid fair not only to breathe new life into their town but to make a valuable contribution to the solution of the rural problem.

THETFORD PAGEANT AN AGRICULTURAL DRAMA

Thetford has always been an agricultural town. Therefore its pageant is an agricultural drama. When history comes down to the present it ceases to be called history and becomes public questions. The solution of all public questions, the answers, lie in the future. If the drama of a town follows the history down to the present, in order to be complete it must go on into the future and present the answers to the public questions of the present. Otherwise it will not be a whole drama; it will be lamentably unfinished; it would be much better to have confined the drama to the noble limitations of a purely historical pageant. But here in the present and the future lie the greatest civic value and the most thrilling dramatic opportunity of the pageant. The pageant, like the novel, can be used for the study and vivid statement of questions of the day, and for working out their solution, for it is a type of drama

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that not merely pictures its subject-matter, the life of a town, but entering intimately into that life, may become a vital part of it and take on a creative relation to the future welfare and development of the community. The Master of the Pageant is like the architect of a public building, preliminary: he plans the building as an artist and so helps in the construction, but his function is passed by the time the building is turned over to the people to use as the shelter for the work of the coming years. It was in this way that the people of Thetford used their pageant for the study of their condition as a town and for their attack upon the problem that oppresses most of our agricultural communities. It is necessary clearly to understand this, or the significance of the Pageant of Thetford will be missed. It is impossible to draw the line between the drama and the town development and it always has been from the beginning. This was true,—if I may speak personally for a moment,—not only in my own work and in that of my assistant in the general management, Miss Edith Brownell, but also in the work of my other associates. It is impracticable to draw a line between their technical work for the drama and the social effect of their work in the life of the town. Mr. James T. Sleeper, since become Professor of Music at Beloit, wrote and arranged music for both orchestra and chorus which was beautiful, appropriate to its purpose in the pageant, and suited to the ability of the players and singers; but he did more than that in the revelation he made to the people of the town and to everyone else as well of the music that a chorus and orchestra largely local could produce. The same thing is true in the work of Miss Virginia Tanner, who originated and trained the dances in the pageant, and herself danced in the three interludes, and who particularly in the Dance of the Nature Spirits made for the town a work of art of supreme beauty of color and of motion. Even more clear was it in the splendid publicity, Miss Brownell's own remarkable achievement, that brought overflowing audiences to the performances in spite of the remoteness of the town from large centers and in spite of a rather discouraging train schedule. Except for these large and appreciative audiences the effectiveness of all the other work, artistic and industrial and social, would have been seriously impaired. Indeed her value as an assistant in the general management, in which she did much for the social unity of the work, came

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THE DANCE OF THE NATURE SPIRITS

from the fact that she appreciated that the pageant and the development of the town were one. And they were one. It was all one. The drama was simply in a sense the epitome, presented the concentrated substance, of the whole movement.

THE HISTORY OF THE TOWN VIVIDLY SET FORTH

It will be seen by an examination of the Book of the Words of the Pageant* that the structure of the pageant comprised five symbolic scenes and twelve realistic episodes. The five symbolic scenes were generalizations of the conditions in the town at different periods expressed in terms of dramatic symbolism. They were however quite as essential and advanced the plot quite as much as the realistic episodes. Indeed, taken by themselves, apart from the episodes, they will be found to constitute a history in symbolism of the progress of the town. The twelve realistic episodes reproduced typical incidents from the actual occurrences of the past, or such as are characteristic of the present or will be of the future. They

* The Book of the Words of the Pageant of Thetford was published by the Pageant Committee. It can be obtained by addressing Miss Margaret Fletcher, Secretary of the Pageant Committee, Thetford, Vermont. The price is 25c.

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are not separate little pictures, unrelated to each other except as they come in the order of time, but twelve scenes comprising the four acts of one continuous play, bound together in the absence of any continuing individual characters by the recurrent generalizations of the symbolic scenes. These four groups are concerned respectively with:

- 1 The Making of the Town
- 2 The Development of the Town
- 3 The Depletion of the Town
- 4 The Future of the Town.

* * * *

THE AGE OF HOMESPUN

The second Interlude, *The Age of Homespun*, was typical of the rural sociability and economic independence of the time that was so aptly named by Horace Bushnell. In the middle of the grounds people young and old in the costumes of the middle of the 19th century danced the old contra dances, while around the edge family groups engaged in the old home industries, quilting, spinning and weaving, making maple sugar, threshing and winnowing. In the new industrial plans something of the same sort of home industries will be revived in the Thetford Kitchen, which is being organized by some of the women of Thetford co-operatively to turn to good account at home some of their spare time and some of the small farm products, making jams, jellies, cheese, and other articles for the market.

WAR TIMES

Into the simple joyousness of the country-folk, breaking right into their dancing comes the Spirit of War. She is clad in red of a peculiarly virulent shade, and carries a bared sword. The music changes instantly from the rural fiddle tunes of the dancing to the brutal march in Tschaikowsky's Nut-cracker Suite. The Spirit of War is insolent, fierce, mocking and cruel. She rages around among the people driving them hither and thither before her and away until she finally has the ground entirely to herself; then after one last hysterical moment of fury, she whirls away. At once the long roll on the drum begins and the survivors of the

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local post of the Grand Army march in with their battle flag from one end of the grand stand and diagonally across to the foot of the hill where they take their stand and watch the episode of the Civil War which is thus performed as a tribute to them. At one performance, with the inspiration of the moment, the Spirit of War in her retreat stopped and turned at the entrance of the Grand Army and stood erect and motionless, a red figure, far back half way up the hill her sword-blade gleaming in the sunlight held at arms length straight above her head, as the veterans filed across the stage in front of her to their place under the little elm.

AWAY FROM THE FARM

The third group of episodes traced The Depletion of the Town, first the Civil War killing many of the town's best young men and bereaving many of its best women, yet bringing together all the townspeople in the one dominant interest of the whole community; then The Introduction of Machinery, sending away from the town many whole families of the small farmers; and last The Rural Problem, the low point of the pageant, cutting down into the heart of the family life and destroying its sweetness.

The Civil War reproduced what the Civil War meant to Thetford; not what it was on the firing-line. A squad of new recruits leave for the front. A despatch is received and read by the minister reporting a rumor that a battle is raging in southern Pennsylvania at a village called Gettysburg; the people hear it in utter appalling silence, wondering if their own husbands or sons may not that moment be lying dead or wounded on the rumored battle field. There are new enlistments. A train comes in bringing home some of the wounded from a recent battle, and the town doctor is hurriedly summoned to care for them. Another despatch is received to the effect that the tide of the war has been turned by victory at Gettysburg, and the people go home to care for their wounded and to help the last recruits to get ready to go away to the south, for Vermont will do her part. With the close of the episode the chorus sang Arthur Farwell's new Hymn to Liberty as the Grand Army followed the people of '63 from the grounds.

THE INTRODUCTION OF MACHINERY

The Introduction of Machinery showed the main cause of depletion, the drain of the smaller farmers from the country dis-

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tricts to the mill towns during the later 70's, the 80's and on into the 90's. A city friend is trying though in vain to persuade a small farmer of Thetford to give up the farm and go with him to work in the mills that are springing up plentifully down the river in Massachusetts and Connecticut. The small farmer, however, is quite content; he makes a living partly by working his own little place, partly by wages working for his neighbor who has a large farm. The big farmer comes along proudly driving his new mower, with which he announces that he can do more work with



THE CIVIL WAR EPISODE
Taking the Wounded Home

less hands than ever before. It soon transpires that he will no longer need the small man's services. Thus deprived of half his income, he listens to the voice of necessity and decides to do the only thing he can do—sell his land to his richer neighbor and go with his city friend to make a new beginning of life in the mills down the river. It is hard, especially for the young wife and mother; there is no ill will on either side; it is simply an instance of the inevitable suffering that comes in the path of progress, "a case of the introduction of machinery in both places, in the country and in the town" affecting the current of population.

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THE VISION OF THE FUTURE FOR THE NEW GENERATION OF FARMERS

The Rural Problem stated what seems to be the most serious element in the agricultural situation at the present time, the bottom of the whole trouble. The understanding of the question on which this episode is based is that the rural problem has little or nothing to do with so-called "abandoned farms." There are none, or few if any; certainly few in Thetford at least. Owing to pioneer conditions the people of the country districts of New England during



THE TOWN FAIR
The Boy Scouts and the Camp Fire Girls

the century before the Civil War came to live in circumstances of economic independence, every household relying on itself for all its needs, whether of food, of clothing, or of shelter. Since the Civil War the whole business life of the country has changed. No section of the country does or can live in economic independence; the whole nation lives in and by economic interdependence. But some of our agricultural communities are trying to live on in the way their fathers lived. They are strong men. They manage to

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make a living ; but they can make no headway. Science and specialization are needed to enable them to get the best out of the soil ; business system is needed to fit their local industry into its place in the marketing and exchange currents of the country. They are intelligent men ; they know facts when they see them in front of them. They know they cannot make headway ; they know they are trying to swim against a current too powerful for them ; and they get discouraged ; they belittle their own value, and underestimate the dignity of their town. But the young are growing up ; they scent the breath of life in the general atmosphere of the nation that comes to them through the magazines and the newspapers. They are ambitious and reckless ; they want to do things. But the blight is on the home and on the home town. From disbelieving in themselves and in their town, the parents have come to the fatal point of disbelieving in their own children ; and this cuts straight down through the heart of the family. It deprives the parents of their children ; it deprives the children of their parents, when each needs the other most.

THE CRY OF THE COUNTRY BOY FOR A CHANCE TO ACHIEVE

So in the episode, with the neutral background of the haying, the father and the son dispute about the proper way to manage the farm until they get to mutual recriminations, disrespectful on the son's part and unappreciative on the father's part. The mother comes, bringing a pail of water to the two men. Seeing the trouble she asks, "What are you two threshing out now?" Her disbelief in her boy shows itself in a tender distrust lest harm come to him if he should leave the home farm. The girl that he is keeping company with comes along. She is fond of him but does not really understand him. Petulantly flinging away from his father and mother, he comes back to her and pours out his troubles to her, rather losing control of himself as he impetuously but quite accurately sums up the situation :

"They love me but they do not believe in me. I have a *right* for them to believe in me! They do not believe in me because I am their son, because I am a Thetford boy. If I came from anywhere else,—if I were anyone else's son,—I might have a chance,—but— It is all wrong! It takes the heart out of me. They ought

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to back me up—me, *me!* Then I could go and win! Or stay and win, if it were a matter of staying! (Lettie looks at him shocked at his outburst). I know they love me; you need not look at me like that. I know it better than you do. I want some one to believe in me, if it's only one! Let them hate me, but believe in me!"

But when he appeals to her a moment later, her reply is merely to take his hands, look up affectionately into his face, and ask, "Why do you go?" He looks quietly down into her eyes a moment and simply says, "Because I must." He is alone. As far as the family is concerned, the father correctly states the situation in the last line of the episode as he drives off the hay-wagon, "Well, Mother, I reckon he's gone."

FAITH IS THE VICTORY

As the broken family depart, Thetford, a personification of the town, comes down through the elm-gate. She is clad in her colors, green and blue, but they are so faded as to be almost brown. She stretches out her arms in compassion after them. In her distress for them she appeals in all directions for help, though with little hope, and then sinks in hopeless dejection prostrate on the ground. Then The Spirit of Pageantry appears, resplendent, mystic, radiant with hope and joy, instinct with dignity. She is the spirit that puts joy into all work. For a moment she stands between the two elm trees. As soon as she sees Thetford lying on the ground, she goes to her and raises her up, showing her sympathy with her, as woman with woman. Then she turns and points her to the south where is seen a vision of America on a white horse, the shield of the United States on her arm and the American flag in her hand. As Thetford gazes in wonder at her, America raises the flag as a sign of recognition to Thetford. Thetford turns back to the Spirit of Pageantry; she has vanished. She turns to gaze again at the vision of America; she also is gone. She stands rapt in amazement; then obeying an intimation of the Spirit of Pageantry she reaches down to the ground and draws forth from the soil a sword, the Sword of Power. She holds it forth straight over her head, self-reliant, strong, her face radiant with confidence

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in the future, her arms upraised to the heavens, as orchestra and voices render a chorus which begins:

Toward the future cast thine eyes;
Sunshine floods the heavenly dome!
O'er each roof the Eagle flies:
In the Nation lives the Home!

KNOWLEDGE MAKES FAITH REASONABLE

The generalization which is the basis of this third interlude was justified by the strong interest that was taken early in the spring in what the town was undertaking to do by a number of the scientists of the United States Department of Agriculture, notably by Prof. Milton Whitney, Chief of the Bureau of Soils, Mr. H. J. Wilder of the same bureau, and Mr. Lawrence G. Dodge of the Bureau of Farm Management. By direction of Dr. Whitney, Mr. Wilder spent two weeks in the town, advising the farmers individually as to the soil conditions and crop adaptability of the farms on the spot. Justified by the attention given and the practical use of this assistance the United States Department of Agriculture and also the Vermont Agricultural College have continued their help in the form of advisory guidance. So that already the town has had the benefit of the best scientific advice in the country on questions of soils, farm management, pasturage, and forestry. Further under the supervision of the Vermont Commissioner of Agriculture a cow-test association has been formed to enable the dairy farmers to know which of their cows are profitable and thus to increase the real value of their herds. Mention has already been made of the contemplated assistance of the Vermont Agricultural College in arranging laboratory facilities for the agricultural courses of the academy on the neighboring farms, to the advantage both of the students and of the farmers.

THE FUTURE

Directly following the third interlude came the episodes foreshadowing the Future of the Town—The New Agriculture, The New Education, and The New Life, showing the material basis for the future prosperity, the development of the town's future men and women, and the free sociability of a united community. The date is supposed to be 1915. It was advantageous to the idea and

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technically quite practicable to blend these three episodes into one and also to merge it with the Finale. Here in these episodes of the future lay the purpose of the pageant, and indeed the *raison d'être* of all pageantry. How can the town in its drama reach ahead and seize encouragement and suggestion for the solution of its special difficult problem? How can it get a vision of its victory?

THE NEW AGRICULTURE

The New Agriculture was a town fair. It was a real fair. On account of the early date exhibits of crops were omitted, but live stock and machinery were exhibited. The dialogue all through was spoken by two characters, one the Master of the Grange, and the other a western farmer who has come back to Vermont for Old Home Week; the part of the Master of the Grange was taken by the real Master of the Grange, and that of the western farmer by a farmer who had gone away from the town and had later returned, as at the close of the episodes he says he is going to do. The town fair was the result of a conversation in which it was gradually brought out how much high grade stock there really was in the town



THE ENTRANCE OF AMERICA, VERMONT, AND THE ESCORT OF STATES

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although the people of the town as a whole were not at all aware of it.

So as the Jersey and Ayrshire and Holstein cattle and the Morgan horses are brought in and put on exhibition the Master of the Grange points out their merits and the two comment on western *versus* Vermont farming. Then, with the introduction from the Master of the Grange, "There's our best crop—our boys and girls," in come the Camp Fire Girls and Boy Scouts of the town, coming to the fair, in which of course they are as keenly interested as their elders and in which they have their part. The westerner qualifyingly comments that they have Boy Scouts and Camp Fire Girls everywhere, to which however the Master of the Grange retorts,

"Yes, but with us it is town policy. It is a development of our resources equalled by nothing else. Not only it makes them men and women from head to foot, but it keeps them young."

So under the simple outdoor conditions that develop resourcefulness, the girls build a fire and cook food and dance some of the simple wholesome folk dances that our new Americans have brought us from other lands, the boys rescue and resuscitate a boy that was found drowning in the river, while the girls warm a blanket for him and feed him; and then the boys run an exciting hurdle-race while the girls look on and cheer.

PLAYING TOGETHER—THE NEW LIFE

Turning now more toward the general social conditions of The New Life, the Master of the Grange suggests the answer to the episode of The Rural Problem:

"There's John Atkins; he does not understand his boy any more than a hen does ducks, and he knows he doesn't. But he says he is going to back him up in anything he undertakes, anyway. They play together, and always have; that is the secret of it. Playing together goes deeper than understanding even. Nothing like play to get people together."

Then as the suppositious noon hour has arrived the Master of the Grange announces that it is time for the picnic lunch in which on Town Fair Day the whole town joins, young and old, or as it was put in the conversation in which the episode originated:

"Have a one-day fair somewhere convenient in the middle of the town; everybody bring the best they've got for comparison.

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and see what we've accomplished during the year. Then at noon have a basket picnic; everyone bring their lunch and have it all together. It ought to come a little while before State Fair."

He also speaks in the episode of the occasional union town service, "with our own ministers, as good as there are anywhere, and they know us a heap better." So also in the episode, true to the future, all the people get together for lunch and sing *The Thetford Song*:

Come, with a cheer, good neighbors, come!
From every Thetford village!
Leave your troubles! Leave the plough!
Leave the hill-side tillage!
All the town is gathering,
As townsmen, all together,
With purpose one, to stand and sing
In bright or stormy weather!

The Master of the Grange asks the westerner to join them. "More than that, I guess, Charlie," he replies, "I think I had better come home."

Then the people of all the episodes begin to pour in from the two entrances on either side of the grandstand, forming a large semicircle around the nearer grounds and singing:

Hail! The forest days of old!
They who fought and won!
Wary, strong, enduring, bold!
Still they lead us on!

At the same time from the pine woods appears Thetford, coming down to the elm gate. She is beautifully and richly robed in blue and green. On her left arm she carries her Pageant Shield, with the golden rising sun in the upper part and the mountains, the river and the intvale in the lower; in her right hand she carries the Sword of Power. Standing in the elm gate, she raises her sword above her head. In response to her signal come all the Spirits of the Mountains, of the River and of the Intvale. She points to the shorter vista, where Vermont is seen coming, riding

REPORT OF THE COMMITTEE ON GAMES

a Morgan horse, clad in green and carrying her State shield and flag. As the people sing:

Hail! Vermont! Green Mountain State!
Bravely hast thou won!
Ride, superb! Despite all fate
Ever leading on!

Vermont rides down to the elm gate and then up around to the top of the hill, where she raises her flag as a signal. Far down the long vista is seen America, on a white horse, clad in the traditional garb of Liberty, all in white, carrying the shield of the United States and the American flag flying in the wind. She is coming at a full gallop, escorted by the states of Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut and New York. Instantly as America sweeps down the hill and stops before the assembled pageant, and raises the flag, the orchestra and chorus burst forth in The Star Spangled Banner. Then America, with Vermont and the other states ride around and take position on top of the little hill. There Thetford also takes her place at the bridle-rein of America, as the whole pageant from the first settler to the broken family of The Rural Problem and to the Boy Scouts and Camp Fire Girls of the future pass in review before them and march away, one massive column, into the distance.

*REPORT OF THE COMMITTEE ON NATIONAL GAMES**

The Playground and Recreation Association of America, recognizing the need of the general popularizing and national adoption of games that shall better fill the different seasons of the year, occupy children of different talents and temperaments, and at the same time be economical of space, and also of games that can be played indoors and be adopted in the home, requests the various public and private organizations that are carrying on playgrounds to make use during the coming year, so far as feasible, of the following games.

* Committee.—Joseph Lee, Boston, Mass., Chairman; J. H. McCurdy, Springfield, Mass.; George W. Ehler, Madison, Wis.; E. B. DeGroot, Chicago, Ill.; George E. Johnson, Pittsburgh, Pa.; Jessie H. Bancroft, New York City; Mary Wood Hinman, Chicago, Ill.; Elizabeth Burchenal, New York City; Myron T. Scudder, New York City.

REPORT OF THE COMMITTEE ON GAMES

These games are suggested not in substitution for the existing national games, baseball, football and basketball, or any others that have been found of value already, but in addition to them. We have not included games for very young children, as the list of those is already pretty full and satisfactory.

The Committee would be much obliged for reports, showing at what seasons and for what ages each game is found most successful, with any remarks as to their best form and usefulness.

Most of the games suggested are in the nature of classics which ought not to die out. A few, such as volley ball and soccer, are new or imported games to fill a present gap. The games are arranged approximately in the order of the ages at which they can best be used. Almost all of them are good both for girls and boys.

Cross tag

Puss in the corner. Bancroft, page 163

Three deep. Bancroft, page 196; Chesley, page 32; Angell, page 114

Indian pull. Chesley, page 48; Angell, page 120

Relay races. Arnold, page 50; Chesley, page 47; Bancroft, pages 45, 70, 76, 151, 173, 175, 192, 303, 309, 312-314, 392 and 395

Ring toss and quoits

Hill-dill (on the ice or bare ground)

Prisoners' base (pains being taken to place the prison far enough out to insure only a brief term of incarceration). Bancroft, page 156

Stealing sticks. Bancroft, page 188

"Trees", White men and Indians, Robbers and policemen, or some other running game of sides. Bancroft, page 168

I spy, Run sheep run, etc. Bancroft, page 170

Duck on a rock (safer with "rubber stones"). Bancroft, page 81; Arnold, page 33

Tip cat (either plain or with baseball attachment). Arnold, page 28

Hockey and Shinney (either on ice or on bare ground). See Spalding's Athletic Library

Volley ball or "fist ball." Spalding's Athletic Library, No. 188

Baseball played by kicking a football instead of batting. Otherwise same as baseball

REPORT OF THE COMMITTEE ON BADGES

Playground ball or "indoor ball." Spalding's Athletic Library, No. 306, No. 9

Captain ball. Bancroft, page 338; Chesley, page 27; Angell, page 85

Battle ball. Bancroft, page 331. Compare page 334 and Arnold, page 37

Dodge ball. Bancroft, page 363; Chesley, page 29; Angell, page 59

Soccer football. Spalding's Athletic Library, No. 2A.

Also any of the following street or home games that may seem to be dying out in your locality: Tops, marbles, kites, hop scotch—Arnold, page 27, hoop, and jump rope.

And the following indoor games and play:

Dumb crambo (one side selecting a word and the other side acting in pantomime all the rhymes to it until they hit the right one) Bancroft, page 219; Arnold, page 9, charades, dramatics, checkers, parchesi, whittling, gardening, and pets.

*REPORT OF THE COMMITTEE ON BADGES**

The Committee on Athletic Standards for boys has off and on during a period of a number of months endeavored to get together for the purpose of preparing a report that would be worthy the consideration of the association. The conditions, however, under which various members of the committee have had to work during the past year have been such as to almost entirely preclude any real constructive work being done on the subject assigned the committee. However, a number of discussions have been had and the conclusions reached are submitted herein.

A test such as is desired, to be practicable, must be as simple as possible, consisting of events that are suitable for the stage of development of most boys on the playground; must be of such character that they can be performed on practically any playground

* Committee.—George W. Ehler, Madison, Wis., Chairman; J. H. McCurdy, Springfield, Mass.; George W. Fisher, New York City; W. E. Meanwell, Madison, Wis.; William A. Stecher, Philadelphia, Pa.; E. B. DeGroot, Chicago, Ill.

REPORT OF THE COMMITTEE ON BADGES

where any number of boys congregate; must consist of events in which there is a lively interest, and be of such nature that the measurement of the boys' performance can be accurately determined; must require only such apparatus as is easily secured and be of such nature that the test itself may be conducted in a comparatively small space, in a short period of time, and with a considerable number of boys.

In considering the different events that might be practical under the foregoing conditions the committee reviewed a large variety of activities, including throwing, batting, catching, climbing, vaulting, jumping, running, chinning, and others, and, after considerable discussion and thought, has reached the conclusion that the series of tests originally adopted by the Public Schools Athletic League of New York City and now in quite general use in many public school and playground societies, most nearly fulfills the conditions stated. We would, therefore, recommend as first grade tests—chinning 4 times, broad jump, 5 ft. 9 in., 60 yard dash in 8 3-5 seconds; second grade—chinning 6 times, broad jump 6 ft. 6 in., 60 yard dash in 8 seconds; third grade—chinning 9 times, running high jump of 4 ft. 4 in., 100 yard dash in 14 seconds.

It is suggested that these be not limited as to age or weight; that any boy may enter any test at any time, but shall not be permitted to receive more than one trophy for any grade in any one year.

TROPHIES. It is recommended that a button be adopted, of bronze for the first grade, silver for the second, and gold filled for the third. It is recommended that a prize be offered for a competition between leading sculptors or medal designers for a design for such button; that this competition and the conditions of it be arranged by a committee of two or three of the best artists that can be secured, as a Committee of Award. It is suggested that the design, when adopted, be copyrighted and manufactured in large numbers and sold to organizations throughout the country who will agree to its presentation only to such boys as win it in tests conducted strictly in accordance with conditions prescribed by the Board of Directors.

NATIONAL CONFERENCE ON CIVIC AND SOCIAL
CENTER DEVELOPMENT, UNIVERSITY OF
WISCONSIN, MADISON, WISCONSIN,
OCTOBER 25-28, 1911

ROWLAND HAYNES,

Field Secretary, Playground and Recreation Association of America

Widespread is the interest in social centers. Last month besides the thousands of students and townspeople who crowded to hear Governor Wilson, Senator Clapp, and other noted speakers, there were scores of men and women, some from Texas, some from California, and many from the Mississippi valley, who came to the meeting at Madison to discuss social and civic centers.

The Social Center Association of America was formed to "promote the development of intelligent public spirit through the community use of the community schoolhouse and other public places for free discussion of public questions and for all wholesome recreational, educational, and civic activities." The purpose of the social center as understood by this organization was further interpreted by the following platform: "The social center represents all the people in all those interests which are common to all. It is the people's forum and permanent headquarters for citizenship and neighborly spirit. In it the people come to know one another and how to make their government work. The public school plant now functions in part. Its present service is parental. The social center makes it also function fraternally. Details of this widened use of the school plant vary with local needs, but its spirit is the Lincoln spirit."

SOCIAL CENTERS IN COUNTRY SCHOOLHOUSES

The importance of the problem of rural life was emphasized and the work of the schoolhouse social center in meeting these problems. Two-thirds of the population of the country still live in smaller places. The schoolhouse social centers in country districts can be the meeting place of neighborly gatherings and of pleasant evening entertainments. They can also be the home of the neighborhood public library and art gallery, and the center for the scattering of information on the prevention of disease,

CIVIC AND SOCIAL CENTER DEVELOPMENT

on better methods of farming and keeping farm accounts, and on labor-saving devices for the farmer's wife.

CITY SOCIAL CENTERS

As far as city social centers are concerned a very interesting line of cleavage was demonstrated. At the conference there were evidently two groups of people, one group interested primarily in the free discussion of public questions, and a second group interested chiefly in the recreational, social and educational features of the so-called social centers.

CIVIC SOCIAL CENTERS

The civic social center is the form in which E. J. Ward, the secretary of the new organization formed at Madison, is particularly interested. He and many others, who have come to think with him, see in the civic social center and the adult civic club therein formed a method of letting people find out the facts about public questions. This letting in of the light they feel is the remedy for many political ills. All will admit that these adult civic clubs offer the possibility of a unique contribution to American life. One can see that they are likely to encounter opposition. Such opposition is no reason for abandoning such adult civic clubs and may be an evidence of their real success in combatting the evils which they seek to remedy. But this inevitable opposition is a reason for making a clear line of distinction between such civic social centers and recreational social centers. In all battles it is attempted by the humane tactics of modern warfare to separate the non-combatants from the fighters. The recreational social center clubs, the groups of young people who meet for gymnastics or dancing, or games, or debates, are non-combatants in the social center life. Their rights should not be endangered by the attacks which are made on the valiant defenders of popular rights in the adult civic clubs. While the adult civic clubs and the recreational and social clubs may both meet in the same school building, it should be made transparently clear that they meet for different purposes and are intended to answer different needs of the community.

CIVIC AND SOCIAL CENTER DEVELOPMENT

RECREATION DIRECTORS

With this line of cleavage was also demonstrated a line of union,—namely, the union between the recreational social center work and outdoor recreation such as is carried on in playgrounds. As Clarence A. Perry, of the Russell Sage Foundation, pointed out very clearly in two talks which he gave at Madison, this line of union comes both from the conditions surrounding those taking part in the two forms of recreation and surrounding those who are to act as supervisors of recreation. The young people who use the parks or playgrounds in summer evenings need wholesome recreation as much in the winter as in the summer. The problems of recreation as such are not fundamentally different whether that recreation is indoors or outdoors. Furthermore the people who supervise playgrounds in summer are generally the ones who will serve best as directors of recreational social centers in the winter. They have the prime qualification of knowing young people and how to work with them. Finally, a city which can offer all-the-year-round work in recreation can usually secure a higher grade of specially trained worker than a community which offers employment for one season only.

During the conference very enjoyable "round table luncheons" were held each noon. These gave opportunities before, during, and after the luncheon to meet groups of people who wished to consider special features of the work and to have the friendly give-and-take conversation in which real conference is secured. Another striking feature was the meeting, at which a hundred or more students were present, where the need and equipment for social center leaders were discussed. It was possible to reach a considerable number of students both men and women who were interested in social questions and in opportunities for social service as their life work. To many this was the most significant meeting of the whole series.



FIELD DAY SPORTS AT BUTTE, MONTANA

THE YEAR BOOK

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

The facts printed in this year book of the play movement have been gathered by correspondence. Besides the returns tabulated thirty-two cities sent statements of playgrounds carried on in school yards, without indicating whether or not these playgrounds were in charge of play leaders, or whether there was any organized effort to direct the play activities. Cities have been listed in the tables only when the report indicated that play leaders are employed.

Many cities have not reported. It is hard for the busy local worker in Texas or Oregon to find time to fill out tables of statistics and send them across the continent, even though he realizes that the figures from other cities will be of help to him, even though he remembers obtaining from the national association a year ago figures for his special campaign which would not have been available but for the returns sent in by so many cities. In seventy-five cities from which no reports have been received the Association has reliable information that supervised playgrounds are maintained. The detailed reports for last year, however, it was not possible to obtain.

For the gathering of the figures contained in this year book the Association is indebted to some three hundred individuals from all parts of the country. If the facts are of help to you, they will feel well repaid for their labor.

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS

STATE AND CITY	NAME	PRESIDENT	SECRETARY
CALIFORNIA			
Berkeley	Berkeley Playground Commission.....	James T. Preston.....	Mrs. W. H. Marston
Los Angeles	Playground Commission	Bessie D. Stoddart.....	Charles S. Lamb
Oakland	Playground Commission	Ethel Moore	George E. Dickie
San Diego	San Diego Playground Association.	S. N. Montgomery.....	Elizabeth Rogers
San Francisco	Playground Commission	Mrs. Lovell White.....	Joseph R. Hickey
Stockton	Stockton Playground Association....	Louis J. Kopald.....	J. O. Gossett
COLORADO			
Colorado Springs	Playground Association	P. B. Stewart.....	Charles Chapman
Denver	Denver Playground Association....	A. C. Foster.....	Anna L. Johnson
	Playground Commission	John Gillespie	Oscar D. Cass
CONNECTICUT			
Ansonia	Ansonia Playground Association...	Robert L. Munger.....	
New Britain	Recreation Commission	J. Herbert Wilson.....	
Norwich	Norwich Playground Association...	John B. Stanton.....	Arthur L. Peale
Stamford	Children's Playground Committee..	Mrs. E. Y. Weber.....	
Torrington	Torrington Playground Association	Marjorie S. Turner.....	Irving Holley
DELAWARE			
Wilmington	Wilmington Playground Association	Cornelia Bowman.....	Mary Green
DISTRICT OF COLUMBIA			
Washington	Washington Playground Association	Arthur C. Moses.....	James E. West
FLORIDA			
Jacksonville	Jacksonville Playground Commission	A. D. Stevens.....	Mrs. Walter P. Corbett
Pensacola	Pensacola Playground Association	Henry Hyer	J. E. Davis Yonge
Tampa	Tampa Playground Association.....		

GEORGIA	Macon	Macon Playground Association.....	Kyle T. Alfriend.....	Florence Bernd
ILLINOIS	Chicago	Playground Association of Chicago.....	Harold F. McCormick.....	Graham R. Taylor
	Evanston	Small Park and Playground Association.....	A. G. Graham.....	Mrs. Robert B. Ennis
	Galesburg	Galesburg Playground Association.....	W. J. Hayward	Mrs. J. C. Tolter
INDIANA	Columbus	Columbus Playground Association.....	Vida Newsom	T. F. Fitzgibbon
	Evansville	Playground Commission	M. S. Sonntag	J. U. Schneider
	Fort Wayne	Playgrounds Association of Fort Wayne.....	L. Park Drayer	Mrs. S. R. Taylor
IOWA	Sioux City	Public Parks and Playgrounds Department.....	G. B. Healy.....	
MAINE	Bangor	Mayor's Playground Committee.....		
MARYLAND	Baltimore	Children's Playground Association of Baltimore	Mrs. Charles E. Ellicott.....	Mary Claire O'Brien
MASSACHUSETTS	Cambridge	Cambridge Playgrounds Committee.....	Miss A. E. Allen.....	Mrs. John Graham Brooks
	Chelsea	City of Cambridge Playground Commission.....	John T. Shea.....	Daniel A. Buckley
	Chicopee	Chelsea Playground Association.....	Walter Mitchell	Alice D. Rice
	Everett	Playground Commission	Thomas McDonnell	Mrs. Ruby B. Carter
	Gardner	Playground Commission of Everett	Charles Ladd	John F. Casey
	Holliston	Pleasant Street Playground Committee.....	Mary Leamy	Mrs. L. A. Greenwood
	Holyoke	Playground Association	C. E. Harrington	Harold C. Claffin
	Newton	Holyoke Playground Commission	William J. Howes	Mrs. Frances A. Allen
	Northampton	Playground and Social Service League.....	William C. Brewer	Samuel B. Paul
	Pittsfield	Northampton Playground Association.....	H. D. Hemenway	W. H. Whiting
		'Park and Playground Association.....	Joseph Ward Lewis.....	Joseph E. Pierson

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS—*Continued*

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Quincy	Playground Committee of One Hundred.....	Delcevar King	Louis F. LaRose
Somerville	Somerville Playgrounds Association.....	Albion A. Perry	Mrs. Mary G. Whiting
Southbridge	Playgrounds Committee	Joseph A. Geneveux	John A. Whittaker
South Framingham	Playground Committee	Theodore Videto	Mrs. E. F. Burnham
Springfield	Springfield Playground Association	George D. Chamberlain	Raymond F. Bidwell
Waltham	Waltham Playground Association	Richard Hinckley	John F. McGrath
Worcester	Worcester Playground Association	George F. Booth	Earle Brown
MICHIGAN	Worcester Playground Commission.....	George F. Booth	
Grand Rapids	Playground Association of Grand Rapids	Charles W. Garfield	Mrs. Clark H. Gleason
Kalamazoo	Playground Association	Bessie B. Goodrich	Miss C. M. Wagner
Lansing	Lansing Playground Association.....	Lees Bellinger	
MINNESOTA			
Duluth	Playground Association of Duluth	M. B. Cullum	J. R. Batchelor
Minneapolis	Minneapolis Playground Association.....	L. A. Crandall	Caroline M. Crosby
St. Paul	City Council Committee on Public Recreation and Amusements	Josiah H. Chase	H. M. Knott
	St. Paul Playgrounds Committee.....	A. W. Dunning	Emma M. Larson
MISSOURI			
St. Louis	Public Recreation Commission.....	Dwight F. Davis	Charlotte Rumbold
MONTANA			
Great Falls	Playground Association of Great Falls.....	N. T. Lease	Mrs. C. D. Ladd
Missoula	Missoula Playground Association.....	A. L. Stone	R. H. Cary
NEW HAMPSHIRE			
Portsmouth	Citizens' Playground Committee.....	Gustave Peyer	Frank E. Leavitt

NEW JERSEY

Bayonne	Playground Commission	Alexander Christie	Ruth McArdie
Camden	Board of Playground Commissioners	F. A. Finkeldey	Mrs. Stephen Pfeil
East Orange	Board of Playground Commissioners	Charles N. Hart	Lincoln E. Rowley
Elizabeth	Board of Playground Commissioners	Walter B. Timms	Richard E. Clement
Kearney	Board of Playground Commissioners	Harry B. Caithness	Louis K. Comins
Madison	Madison Playground Committee	Mrs. T. T. C. Humbert	Nellie Everdell
Morristown	Morristown Playground Association	Grimmell Willis	Frederick W. Ford
Newark	Board of Playground Commissioners	Joseph C. Froelich	Philip A. Gifford
Passaic	Board of Playground Commissioners	George H. Dalrymple	Chauncey C. Shean
Paterson	Paterson Playground Association	Elias J. Marsh	O. R. Hagen
Perth Amboy	Board of Playground Commissioners	C. C. Baldwin	Armin Tomaschoff
Plainfield	Board of Playground Commissioners	George P. Mellick	Herbert E. Parker
Rutherford	Rutherford Public Playgroun Association	Remington E. Rose	Lily A. Wolf
Summit	Board of Playground Commissioners	Mrs. Thomas B. Adams	Fred E. Rogers
Trenton	Playground Committee	Samuel H. Bullock	G. H. Roehrig
NEW YORK			
Amsterdam	Amsterdam Playground Association	H. T. Morrow	W. N. P. Daily
Buffalo	Playground Commission of Buffalo	Harry L. Taylor	Charles W. Dilcher
Hornell	Hornell Playground Association	William H. Prangen	Mrs. Shirley E. Brown
Mount Vernon	Playground Commission	Robert P. Kreitler	Suzanne Stone
New York City.....	Recreation Alliance of New York City	James E. Sullivan	Gustavus T. Kirby
	Parks and Playgrounds Association	Eugene A. Philbin	Lulu Morton
	Recreation Alliance of New York City	John Finley	H. S. Braucher
	Parks and Playgrounds League of Queens Borough	Charles Schroder	Ira H. LaVeen
	Brooklyn Recreation Committee	Leslie W. Sprague	Mrs. Lillian Betts
	Fifth Assembly Playground Association	George H. Hanna	Charles J. Titus
	Flatbush Playground Association	Russell Benedict	William M. Strong
	Flushing Public Playground Association	Ellis Parker Butler	Rosita Birkbeck
	Outdoor Recreation League	James K. Paulding	Joseph M. Price
	Committee on Amusements and Vacation Resources for Working Girls	Mrs. Charles Henry Israels	Mrs. G. H. Courter
	Parks and Playground Committee	Carl E. Tucker	Mrs. G. H. Kirkpatrick
	Park and Playground Commission	Herman Rex	Mrs. G. H. Kirkpatrick

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS—*Continued*

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Oswego	Municipal Playground Association	Richard K. Piez	Mrs. M. H. MacElroy
Rochester	Children's Playground League	Benjamin B. Chace	Mary Morse
Schenectady	Schenectady Playground Association	B. R. Hatmaker	A. W. Clark
	Playground Commission	H. H. Murdock	A. W. Clark
	Elmer Avenue Playground Association	W. S. Veeder	S. B. Fortenbaugh
Troy	Playground Association	Sarah Cook	Louise Flagler
Utica	Utica Playground Committee	Dana Bigelow	Ida Butcher
White Plains	Playground Association	E. Howe Turton	Mrs. Hastings H. Hart
NORTH CAROLINA			
Greensboro	Playground and Kindergarten Association, Inc.	Mrs. E. Shearberger	Meta Eloise Beall
Wilmington	Wilmington Playground Association	James Sprunt	Thomas H. Wright
OHIO			
Akron	Akron Public Playground Committee	Mrs. J. F. Barnhart	Vincent S. Stevens
Canton	Canton Park and Playground Association	Fred Witter	Mrs. Norman T. Krause
Columbus	Public Recreation Commission	John G. Price	Joseph S. Kornfeld
Dayton	Dayton Vacation Schools and Playground Association	Rabbi Refkowitz	Toward H. Marshall
Greenville	Playground Association of Greenville	Charles H. Gross	James J. Martz
Mount Vernon	Playground Association	C. G. Conley	W. B. Chapman
Springfield	Springfield Playground Association	E. W. Geiger	B. B. McIntire
Youngstown	Youngstown Playground Association	Leo Guthman	Mrs. M. Moyer
OKLAHOMA			
Muskogee	Muskogee Playground Association	W. F. Moffett	C. H. Fenstermacher
Tulsa	Tulsa Playground Association	C. E. Buchner	Mrs. R. F. MacArthur
OREGON			
Eugene	Eugene Playground Association	Joseph Schofer	Bertha S. Stuart

PENNSYLVANIA

Chester	Chester Playground Association.....	Mrs. R. E. Jeffries
Homestead	Homestead Playground Association.....	Mrs. Louis C. Martin
Lancaster	Lancaster Playground Association.....	Mrs. F. Carey
Lansdowne	Lansdowne Playground Association.....	W. F. Williamson
Lewistown	Playground Association of Lewistown.....	Robert L. McLean
Philadelphia	Playgrounds Association of Philadelphia	Edgar Burchfield
Board of Recreation.....	Board of Recreation.....	M. G. Brumbaugh
Pittsburgh	Pittsburgh Playground Association.....	Joseph R. C. McAllister
Reading	Playground and Vacation School Association of Allegheny	Beulah Kennard
South Bethlehem	Reading Playground Association.....	Mrs. John Cowley.....
Schroon	South Bethlehem Playground Association.	Wellington M. Bertolet.....
Shamokin	Playground Association of Scranton.....	H. W. Kingsbury.....
Sharon	Shamokin Playground Association.....	Joseph Howerth
Washington	Sharon Playground Association.....	Mrs. F. Norris
West Chester	Playgrounds Committee of Washington	Matthew Rutherford
Wyomissing	Playground Association of West Chester.....	Plummer E. Jeffries.....
	Wyomissing Playground Association.....	H. M. Fry.....

RHODE ISLAND

Bristol	Playground Association	LeBaron C. Colt.....
Newport	Newport Playground Association.....	J. P. Cotton.....
Providence	Providence Playground Association.....	Frederick Reuckert
	Mayor's Committee on Summer Playgrounds.	Henry Fletcher

SOUTH CAROLINA

Charleston	Playground Commission	T. J. McCarty.....
		Sarah C. Allan

TENNESSEE

Bristol	Bristol Playground Association.....	B. L. Dulany.....
Memphis	Playground Association of Memphis.....	Mrs. Thomas M. Scruggs.....

TEXAS

Dallas	Dallas Playground Association.....	Elmer Scott
		Mrs. W. A. Callaway

OFFICERS OF PLAYGROUND COMMISSIONS AND ASSOCIATIONS—*Continued*

STATE AND CITY	NAME	PRESIDENT	SECRETARY
UTAH Salt Lake City	Playground Association.....	A. W. North.....	Kate Williams
WEST VIRGINIA Wheeling	Wheeling Playground Association..... Park and Playground Commission.....	George O. Nagle..... H. W. Schrebe.....	R. B. Naylor R. B. Naylor
WASHINGTON Bellingham	Bellingham Playground Association..... Public Parks and Playgrounds Committee of City Council	Elmer L. Cave..... C. S. Beard.....	J. D. Rockey H. J. Courtouer
	Everett	J. A. Faulkner.....	D. B. McIlravy
	Seattle	A. E. Griffiths.....	Hamilton Higday
	Tacoma	Walter Vose Gulick.....	H. H. Garretson
WISCONSIN Oshkosh	Oshkosh Playground Association	Stephen Radford	Mary Forbes
CANADA Hamilton	Hamilton Playground Association.....	R. Tasker Steele.....	Charles Peebles
Montreal	Parks and Playgrounds Association.....	Sir Alexander Lacoste.....	Edith I. Watt
Toronto	Toronto Playground Association.....	F. Gordon Osler.....	Helen MacMurchy
	Parks and Playgrounds Department.....	R. R. Graham.....	Charles Chambers
	Playground Association	R. D. Beard.....	L. D. Beard
Winnipeg	City of Winnipeg Playground Commission.....	R. D. Waugh.....	H. L. Hickok

PLAYGROUND FACTS

Reports have been received from only 257 of the cities maintaining playgrounds. These 257 cities during the year ending November 1, 1911, maintained 1,543 playgrounds, employed 4,132 men and women exclusive of caretakers, and expended \$2,736,506.16. The reports failed to indicate whether 1,233 of the persons employed were men or women. Where the sex of the worker was given 1,048 were men and 1,851 women. Thirty-six cities employed 377 workers all the year round.

MANAGEMENT

In 31 cities playgrounds were maintained by playground commissions, in 39 cities by school boards, in 55 cities by park boards, in 69 cities by playground associations, in 123 cities by other agencies or by several agencies combined.

SOURCES OF SUPPORT

In 88 cities the playgrounds were supported by municipal funds, in 83 cities by private funds, in 72 cities by both municipal and private funds, in 3 cities by State funds, in 3 cities by State and municipal funds, in one city by county funds, and in one city by municipal and county funds. In 22 cities the sources of support were not given.

LENGTH OF PLAYGROUND TERM

In 53 cities 228 playgrounds were open throughout the year. One hundred and twelve cities reported that 812 playgrounds were open only during July and August. In 71 cities 287 playgrounds were open for periods ranging from five weeks to ten months; of these, in 21 cities the playgrounds were open from three months to four months, in 12 they were open four months, in 7 they were open five months, and in 16 they were open for six months or over. In 141 cities playgrounds were open on holidays, and in 57 cities on Sundays.

ORGANIZATION

Last year there were 78 cities having playground associations, 24 having commissions, 2 having both commissions and associations. This year's returns show 115 cities having playground associations, 37 having playground or recreation com-

PLAYGROUND FACTS

missions, and 23 having both. The number of playground associations has increased about 50 per cent. in a single year.

EVENING PLAYGROUNDS

Two hundred and fifteen playgrounds in 67 cities were reported open evenings; these evening playgrounds had an average daily attendance of 32,495; it should be stated, however, in this connection, that only 41 out of the 67 cities made returns as to attendance.

TRAINING CLASSES

This inquiry brought out the fact that 63 out of the 257 cities maintained training classes for playground workers. This number does not include cities where conferences of the playground workers are held regularly, but those cities where a systematic course of reading and instruction is given in connection with practical work on the playground. In 54 of these 63 cities the returns show 1,026 such student workers.

RECREATION CENTERS

Forty-eight cities reported that their schoolhouses were used as recreation centers. Forty-six of these cities reported 218 such centers, 10 of which were spoken of as civic centers. A few others stated that their schoolhouses were used for lectures only.

STREET PLAY

In only three cities were the streets set aside for play, except that in 46 coasting on the streets was permitted in the winter.

ORGANIZED ATHLETICS

In 47 cities organized efforts to promote public athletics were made through the Public Schools Athletic League or other school athletics.

SPECIAL PLAYGROUND ACTIVITIES

The number of cities reporting special playground activities were as follows: dramatics, 37; folk dancing, 120; gardening, 52; industrial work, 100; libraries, 49; self-government, 44; singing, 78; storytelling, 148; swimming, 75; wading, 69; even-

PLAYGROUND FACTS

ing entertainments, 43; instrumental music, 27; lectures, 27; pageants, 41; summer camps, 26; Boy Scouts, 55.

SEPARATE SPACES FOR BOYS AND GIRLS

In 75 cities 441 playgrounds had separate spaces provided for boys and girls.

DONATED PLAYGROUNDS

In 13 cities land has been donated to the city for playground purposes. The combined value of this property in 12 of these cities was reported to be \$118,000.

BOND ISSUES FOR RECREATION

In 19 cities bond issues for recreation purposes were authorized during the year to the amount of \$4,445,500.

PLAYGROUNDS ESTABLISHED IN 1911

Forty cities stated that supervised playgrounds were opened for the first time during the year ending November 1, 1911.

EFFICIENCY

Even more significant than the number of cities making public provision for recreation is the intense interest which citizens all over the country are showing in making their play centers efficient. The three states farthest removed from the headquarters of the Playground and Recreation Association of America are Washington, Oregon and California. The field secretary for the Pacific Coast has visited thirty-five of the cities and towns of these three states. Yet requests for help were received from forty-six cities and towns which the secretary has not been able to visit. There is now a more general recognition that poor playgrounds are sometimes worse than no playgrounds, that the money spent for recreation must be expended in such a way as to bring the largest possible return in human happiness, that the mistakes and failures of other cities need not be repeated. The growth of this demand for efficiency has made it necessary for the national association to keep four field secretaries constantly traveling in giving cities the benefit of the accumulated experience of playground workers.

WHAT CITIES "PLAYED" LAST YEAR AND HOW

Blank spaces indicate that no information has been returned under these headings

STATE AND CITY	Population	Number of Playgrounds		Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first Playground was established	Sources of Information	
		Men	Women							
ARKANSAS										
Pine Bluff.....	15,102	1	0	8-5	25	City Beautiful Club.....	\$ 575.00	Municipal and private funds	1911 Ephraim Frisch	
CALIFORNIA										
Alameda.....	23,383	3	1	All	500	City Council.....	10,350.00	Municipal funds	1909 John S. Gutleben	
Berkeley.....	40,434	1	0	1	5	Playground Commission.....	2,882.00	Municipal funds	1911 Mrs. W. H. Marston	
Chico.....	3,570	3	0	2	8.30-5	State Normal School.....	300.00	Private funds	1908 William Robbie	
Fresno.....	24,892	2	1	1	8-5; evenings	Park Commission.....	25,000.00	Municipal funds	1911 C. L. McLean	
Kentfield.....	130	1	0	1	9-6	Schoolmasters' Club.....	.....	Private funds	1910 Caroline F. Burk
Los Angeles.....	319,198	15	21	20	2-5; 30; 7-30-10; Sat., and holidays	Tamalpais Centre.....	.....	Private funds	1910
Oakland.....	150,174	11	9	4	9-30-12; 2-6 2-5; 30 12-1; 3-6, 2-30-6	2,477	Playground Commission	49,528.79	Municipal funds	1905 Bessie D. Stoddart
Pasadena.....	30,291	1	1	1	9-30-12; 1.30-6	1,468	Playground Department	19,769.55	Municipal funds	1909 George E. Dickie
Sacramento.....	44,696	1	1	1	8.30-5.30	300	Park Commission.....	4,000.00	Municipal funds
San Diego.....	39,378	1	1	0	7	190	Park Society for Prevention of Cruelty to Children.....	961.25	Private funds
San Francisco.....	416,912	5	4	5	All	74	Playground Commission.....	1,100.00	Municipal and State funds	1910 M. L. Stone
San José.....	28,946	1	1	1	All	2,500	State Normal School.....	75,500.00	Playground Commission.....	1910 Elizabeth Rogers
Santa Barbara.....	11,659	2	1	2	All when sch. not in session	110	Park Commission.....	60,000.00	Municipal and State funds	1910 Joseph R. Hickey
Stockton.....	23,253	1	1	1	9-10; 30; 2-6 8-11; 3-5.30	150	Board of Education..... Neighborhood House..... Association..... Playground Association.....	5,500.00	Municipal funds	1910 Alexander Sherriffs
								2,400.00 Municipal and private funds	1908 Margaret Baylor	
								900.00 private funds	1911 J. O. Gossett	

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of playgrounds	Number of employees	Percentage of caretakers	Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first playground was established	Sources of Information
ILLINOIS										
Alton	17,528	1	1	0	All	Park Commission,	400.00	Municipal funds	1909	P. W. Coyle
Aurora	29,807	1	2	0	Afternoons and Sats.	60 Women's Club and Y.M.C.A.,	400.00	Private funds	1911	George B. Landis
Bloomington	25,768	4	10	4	8-10	Park Board,	21,500.00	Municipal funds	W. H. Hunter	
Cairo	14,548	1	1	0	7-11	South Park Commission	720.00	Municipal funds	T. C. Clendenen	
Chicago	2,165,283	{ 3	6	9	16	Lincoln Park Commission,	206,571.00	Municipal funds	James P. Petrie	
Evanston	24,978	{ 17	19	17	12	West Chicago Park Commission,	129,786.65	Edith Mitchell Ennis		
Freeport	17,367	{ 1	1	1	8 a.m.-9 p.m.	Special Park and Playground Association,	56,125.75	Land costing \$43,000 has been bought and is being converted into a playground.	A. L. Mayer	
Galesburg	22,089	1	*	0	8 a.m.-9 p.m.	Small Park and Playground Association,	9,365.42	Mrs. J. C. Toler		
La Grange	5,282	2	1	0	.....	Foster Field Association, . . . . .	.....	F. E. Sanford	
La Salle	11,537	.....	.....	.....	.....	.....	.....	Four acres have been donated to city, but not yet developed	.....
Ottawa	9,535	{ 1	0	1	All	9-5 Playground Association,	305.00	Private funds	Alice Ridgen	
Rockford	45,401	{ 7	5	0	All	45 Parent-Teacher Ass'n,	400.00	Private funds	H. W. Williams	
INDIANA										
Columbus	8,813	1	1	1	9-5	Playground Association,	150	Private funds	1911	Vida Newsom
Connersville	7,738	4	1	1	30	Art Educational Ass'n,	800	Private funds	1908	G. M. Wilson
Evansville	69,647	8	4	2	8-11; 2-6	Playground Commission	875.75	Municipal funds	J. U. Schneider	
Fort Wayne	63,933	{ 3	1	6	8:30-11:30; 1:30-5:30;	Playground Association,	600	Municipal and private funds	1909	Mrs. S. R. Taylor
		{ 1	0	2	Sundays 2-5	School Board,	3,900.74	.....	.....

INDIANA—Cont.									
La Grange.....	1,900	1	*	...	8-11; 9-8	6	M. E. Church.....	Private funds.....	Rev. A. H. Backus
Logansport.....	19,050	1	1	0	1-4	82	Club of Young Women.....	1,312.00 Private funds.....	Emma May Ash
Richmond.....	22,324	2	2	0	7 a.m.-9 p.m.	34	Board of Education.....	335.00 Municipal funds.....	N. C. Heironimus
South Bend.....	53,684	7	5	0		600	Park Commission.....	3,000.00 Municipal funds.....	Richard Elbel
IOWA									
Des Moines.....	86,368	3	1	1		10	Roadside Settlement.....	852.00 Municipal funds.....	Mary Killeen
Dubuque.....	38,494	2	0	2		4	Women's Club.....	450.00 Private funds.....	Alexander Anderson
Sioux City.....	47,828	1	1	0		2	Y.M.C.A.....	200.00 Municipal funds.....	One playground val-
Traer.....	1,373								at \$5,000 given to
KANSAS									city, but not yet
Manhattan.....	5,722	1	1	1		4	Chautauqua and Park Improvement Association.....		developed. N. R. Morison
Topeka.....	43,684	2	1	1			School Board.....	1,500.00 Private funds.....	William A. McKeever
KENTUCKY									Lulu McKee
Lexington.....	35,099	3	2	6	8(2); 4(1)		Civic League.....	Municipal and private funds.....	Mrs. Desha Breckinridge
Louisville.....	223,928	18	21	31	9-12; 2-6	7,100	Park Board.....	265.00 Municipal funds.....	Jno. B. Castleman
MAINE									
Auburn.....	15,064	2	0	2	9-11; 45; 1-30-5	250	Women's Literary Union of Androscoggin County	32,500.00 Municipal funds.....	
Lewiston.....	26,247	2	0	2	9-11; 45; 1-30-5	300	Women's Literary Union of Androscoggin County	229.00 Municipal funds.....	Mrs. A. A. Garelion
Portland.....	58,571	3	0	7	9-12; 2-5	300	Civic Club.....	176.00 Municipal funds.....	Mrs. A. A. Garelion
Westbrook.....	8,821	1	1	1	5	285	Individual.....	612.00 Municipal and private funds.....	Mrs. E. A. De Garmo
MARYLAND									Maurice Ross
Baltimore.....	558,485	31†	1	109	9-12; 2-5; (some) 3-6;	7,955	{ Children's Playground Association.....	355.00 Private funds.....	
Frederick.....	10,411	1	0	1	9-12; 2-5; 6-8	200	Civic Club.....	114.56 Private funds.....	Mary Claire O'Brien
MASSACHUSETTS									Edith M. Osborn
Amherst.....	5,112	1	0	1			Woman's School Alliance.....	50.00 State and private funds.....	H. L. Hardy
							75 Massachusetts Agricultural College.....		

* Volunteers acted as play leaders.
† Also 25 Guilds of Play.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Playgrounds	Number of Certified Contractors	Hours Open Men Women	Managing Authorities	Expenditures	Sources of Support	Year first playground was established	Sources of Information
MASSACHUSETTS—Con.									
Belmont	5,542	...	...	9-12; 1-5 9-12 7½	3,191 197 486	120,000.00 Municipal and private funds 477.01	1900 {	Playground of four acres given to town. Not yet developed. H. O. Underwood Ernst Herrmann George A. Bushee	
Cambridge	104,839 { 32,452	12 2	9 1	28 5	3,191 197 486	1,085.00 Municipal and private funds 1,000.00	1911	Alice D. Rice Ruby B. Carter	
Chelsea	25,401	2	2	3 *	375	1,705.00 Municipal funds	1910	R. Schwab	
Chicopee	13,075	3	3	0	Board of Selectmen . . .				
Clinton	6,421	...	...	...	...	...	...	Two plots acquired by town for playground. Not yet developed. Oliver W. Cobb	
Concord	8,524	1	0	2	5½	86	School Board . . .	Playground Commission has bought 3½ acres, which are being developed as a playground. John F. Casey	
Easthampton	33,484	...	...	...	...	339.72	Private funds . . .		
Fall River	119,295	1	0	* 1	9.30-11.30; 2-5 9-12; 2-6 7	270 2,084 50	Civic Club . . . Park Commission . . . Parent-Teachers League . . .	200.00 5,285.29 60.30	Private funds . . . Municipal funds . . . Private funds . . .
Fitchburg	37,826	7	7	1	1	200	Park Commission . . .	1911	Annie J. Anthony D. S. Woodworth, M. D.
Gardner	14,679	1	1	1	1	90	Playground Association . . .	1910	Mrs. Louis A. Green- wood
Haverhill	44,115	3	1	2	9-6 6 1.30-5 (5 days a wk.)	1,800	Playground Commission . . . Park Commission . . . Parent-Teachers Association . . .	1910	Albert L. Bartlett C. E. Harrington
Holliston	2,711	1	0	1	23	200 90 1,800	Municipal funds . . . Private funds . . . Municipal funds . . .	1911	William J. Howes
Holyoke	57,730	5	4	23	1.30-5 (5 days a wk.)	200 90 1,800	Municipal funds . . . Private funds . . . Municipal funds . . .	1910	C. C. Richardson
Leicester	3,237	1	1	1	1	200	Private funds . . . Municipal and private funds . . .	1911	J. A. Goodhue
Leominster	17,580	2	2	1	9-5				

MASSACHUSETTS—Con.									
Lowell	106,294	8	5	14	9-5	Park Department.	1,785.00	Charles A. Whittet	1908
Lynn	89,336	2	3	2	8.30-6 (girls) 8.30-9 (boys and men)	{ Commissioner of Public Property 2,083 }	1,000.00	Municipal funds	H. H. Buxton
Malden	44,404	3	4	2	9-5	Park Commission	1,000.00	Municipal funds	
Manchester	2,673	1	1	0	7 a.m.-6 p.m.	School Committee	426.00	Municipal funds	Waldo H. Tyler, M.D.
Methuen	11,448	1	1	25	All	School Board	3,611.55	Municipal funds	J. F. Douglas
New Bedford	96,652	8	8	25	9-11:30-2-5	City Government, as- sisted by volunteer committee.	1,200.00	{ Municipal and private funds }	Allen P. Keith
Newburyport	14,949	2	1	2	7	Playground and Social Service League, Im- provement Association, Women's Club, Forestry Commission, Playgroup Association.	4,700.00	Municipal and private funds	Fanny C. Stone
Newton	39,806	10	2	1	All	Playground Commission, City Committee, Park and Playgroup Association.	775.00	Private funds	William C. Brewer
Northampton	19,431	3	4	3	9-12; 1:30-4	250	1,204.33	{ Municipal and private funds }	Alfred H. Evans
Pittsfield	32,121	2	2	2	10-12; 1:30-5	300	7,500.00	Playground Commission	Joseph E. Pierson
Quincy	32,642	2	0	2	10-12; 1:30-5	200	550.00	Municipal funds	
Salem	43,697	6	7	9-5	9-30-4-30	125	500.00	Playground Commission	Delcevare King
Sandwich	1,688	1	1	1	7	Playground Committee	7,000.00	Municipal funds	C. Lantz
Somerville	77,236	9	6	12	9-12; 2-5	1,400	40	Sandwich Federation	Elizabeth Clark
Southbridge	12,592	2	1	6	9-11:30	2,103	244.00	Playground Association and Board of Education	
South Framingham	12,948	1	0	2	6 (5 days a week)	300	2,640.10	Municipal and private funds	1909
Springfield	88,926	14	16	19	(4) 11; (1) 10; (9) 6	Comm. on Playgrounds. Playground Committee	756.37	Municipal funds	Mary G. Whiting
Stoughton	6,316	1	1	2	9-11:45; 2-5	3,574	8,250.00	Municipal funds	
Taunton	34,259	3	4	3	9-11:45; 2-5	Park Board	300.00	Municipal funds	A. E. Metzdorf
Waltham	27,834	3	7	3	9-11:45; 2-4	Park Board	421.31	Municipal funds	George W. Pratt
Wayland	2,206	2	1	0	All	Park Commission	1,416.22	Municipal funds	Harry W. Harrub
Webster	11,509	1	1	1	9-5	School Committee	900.00	Playground Committee	William D. Parkinson
Winchester	9,309	1	0	2	9-5 (ex. Sat.)	Individual	547.68	Private funds	Jane N. Moore
Wintrop	10,132	3	1	3	9-11:30-2-5	Park Commission	770.00	{ Municipal and private funds }	Jesse Prescott
Worcester	145,986	23	17	65	{ 9:30-11:30 2:30-5:30 }	334	688.00	Municipal funds	H. A. Wheeler
						Playground Commission	6,333	Playground Commission	Josephine S. Fordham
							17,704.00	Municipal and private funds	W. Francis Hyde

* Volunteers acted as play leaders.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Playgrounds	Employees of Exclusives of Men	Employees of Men	Hours Open	Average daily Attendance	July and August	Managing Authorities	Expenditures	Sources of Support	Year first playground was established	Sources of Information
MICHIGAN	Battle Creek.....	25,267	8	0	1	8.30-4	11,195	Board of Education....	1,500.00	Municipal funds	1911	W. G. Coburn
	Detroit.....	465,766	16	20	39	9-4.30	2,119	Board of Education....	17,714.55	Municipal funds	1901	Mercy J. Hayes
	Grand Rapids.....	112,571	{ 8	5	3	8	1,090	Park Commission.....	157,000.00	{ Municipal and private funds	{ 1910	A. S. Graves
	Kalamazoo.....	39,437	{ 4 *	0	0	10,131	80	Neighborhood Playground.....	8,100.00	{ Municipal and private funds	{ 1908	S. O. Hartwell
MINNESOTA	Duluth.....	78,466	3	2	0	10-6	100	Playground Association....	5,100.00	Municipal funds	1908	J. R. Batchelor
	Hibbing.....	8,832	3	2	14	{ 9.30-12; 1.30-5	1,066	Board of Education....	3,650.00	Municipal funds	1908	Herbert Blair
	Minneapolis.....	301,408	{ 9	2	3	9-9	70	Park Board....	3,197.00	{ Municipal and private funds	{ 1906	C. H. Keene
	St. Paul.....	214,744	{ 11	8	1	9-5	70	Unity House.....	18,000.00	{ Municipal and private funds	{ 1906	C. T. Booth
			{ 1	0	0	8.30-6, April to June			156.96			Caroline M. Crosby
						8.30-9, June to Sept.						
						8.30-5,30						
						Sept. to Nov.						
MISSOURI	Kansas City.....	248,381	6	3	4	9-6	800	Park Commission.....	.....	Municipal funds	1907	Elenore K. Cann
	St. Louis.....	687,029	12	17	{ 2	{ 9-5 { 44† { others	7,228	{ Public Recreation Commission.....	18,358.66	Municipal funds	1900	Charlotte Rumbold
	Warrensburg.....	4,689	1	2	1	9-40-10; 12.40-1.10; 2.50-5	.....	State Normal School.....	.....	State funds.....	1911	George R. Crissman
Montana	Butte.....	39,165	2	3	2	All	1,500	Individual	32,200.00	Private funds.....	1908	I. M. Post
	Great Falls.....	13,948	3	1	3	8-6	300	Playground Association.....	1,500.00	Private funds.....	1908	Mrs. C. D. Ladd
	Missoula.....	12,869	4	4	4	8.30-12; 6-9	300	Playground Association.....	1,500.00	Municipal and private funds	1911	Robert H. Cary

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY (Cont.)	Population	Number of Playgrounds	Number of Employees Men	Hours Open	Averagge Daily Attendance	July and August Attendance	Managing Authorities	Expenditures		Sources of Support	Sources of Information
								Men	Women		
NEW JERSEY (Cont.)											
Summit	7,500	{ 1 1	1 1	9-11; 30; 2-30; 1-5	{ 400 85 3,369	Playground Committee; Neighborhood House... Playground Commission	533.24 200.00	Private funds	1909	Mrs. T. B. Adams	
Trenton	96,815	10	20				5,041.54	Municipal and private funds		Edmund C. Hill	
NEW YORK											
Albany	2,004	1	0	3	1,000	Y. M. C. A.	35.00	Private funds		Ray Thornton	
Amsterdam	100,253	4	10	5	412	Mothers' Club	800.00	Private funds		Machtilda VanDerWatt	
Amsterdam	31,267	4	5	1.30-5		Playground Association	1,352.62	Private funds		H. T. Morrow	
Auburn	34,668	4	3	3 { some evenings	500	Parent-Teachers Associa- tion and Park Com- mission	2,527.25	Municipal and private funds	1908	Arthur P. Hemans	
Binghamton	48,443										
Brockport	3,579	1	1	10-5	250	Daughters American Revolution	545.00	Private funds		Fred A. Belland	
Buffalo	423,715	12	12	9-sunset	6,000	Playground Commission	92,545.30	Municipal funds	1910	Charles W. Dilcher	
Canaanoga	7,217	1	0	All		Individual	25.00	Municipal funds	1900	T. P. Calkins	
Catskill	5,296	1	0			Board of Education		Municipal funds		Percy L. Wright	
Clinton	1,236	1	0			Board of Education					
Cuba	1,556	1	0	2 { (Aug.)	22	Individual	17.50	Private funds	1911	Mildred H. Sisson	
Dobbs Ferry	3,455	1	1	1	90	Individual		Private funds	1909	Mrs. F. Q. Brown	
Elmira	37,176	{ 1 1	2 0	400 150	150 35	[Y. M. C. A. Social Service League and Y. M. C. A.]	170.00 40.00	Private funds	1910	John H. Irons	
Geneva	12,446	1	1	1	9-5	Order of Elks		Private funds		A. P. Rose	
Hastings-on-Hudson	4,552	1	1	1	507	Village Improvement Association		Private funds		Egbert G. Handy	
Hornell	13,617	3	4	1	7	406 Playground Association	300.00	Private funds	1910	H. S. Smith	
Little Falls	12,273	1	0	7	516	Board of Public Works	545.00	Municipal and private funds	1908	Matthew A. Leahy	
Mount Vernon	30,919	4	0			Playground Commission	1,050.00	Municipal and private funds	1909	R. P. Kreiter	

248	987	(54, 9-12; (182) 1-5, 30 (12) 7, 30-10)	125,528	Board of Education...	91,168.65
43	246	50 16 11	50 6 44	9 a.m.-10 p.m. 9-5 9-12; 2-5, 30	19,000 99,285 300
30	50	50 16 11	50 6 44	Park Comm., Manhattan Park Comm., Brooklyn Parks and Playgrounds Association...	43,000.00 60,730.62 10,375.43
*15				Flatbush Playground Association....	950.00
1	2	1	1	Municipal and private funds	1898
New York City..... 4,766,883					
<p>Niagara Falls.....</p> <p>Oswego.....</p> <p>Poematico Hills.....</p> <p>Poughkeepsie.....</p> <p>Rensselaer.....</p> <p>Sag Harbor.....</p> <p>Schenectady.....</p> <p>Syracuse.....</p> <p>Troy.....</p> <p>Utica.....</p> <p>Watertown.....</p> <p>Watervliet.....</p> <p>White Plains.....</p> <p>Yonkers.....</p>	<p>Edward W. Stitt</p> <p>William J. Lee M. J. Kennedy</p> <p>Madeline L. Stevens</p> <p>William L. Strong</p> <p>Ellis Parker Butler</p> <p>Mrs. G. H. Courier</p> <p>Mrs. M. H. McElroy</p> <p>Howard Hutchinson</p> <p>William J. Bolton</p> <p>Augusta Spangler</p> <p>Robert K. Atkinson</p> <p>A. W. Clark</p> <p>S. B. Fortenbaugh</p> <p>Walter R. Stone</p> <p>Mrs. F. W. Thomas</p> <p>W. H. Morton</p> <p>Gertrude W. Knowlton</p> <p>Mrs. C. H. Brennan</p> <p>Mrs. Hastings H. Hart</p> <p>F. J. Parsons</p>				
30,445	2	2	2	9-5]	969.59
23,868	2	2	2	Municipal and private funds	1909
110	1	1	2	Municipal Playgrounds Association.....	1909
27,936	{ 3	{ 0	{ 2	Board of Education.....	1909
3,408	1	1	1	Board of Education.....	1909
72,826	{ 3	{ 1	{ 0	Daughters American Revolution.....	1909
137,249	2	2	5	Individual Playground Commission.....	1909
76,813	3	6	7	Playground Commission.....	1910
74,419	3	4	7	Playground Association.....	1910
26,730	2	1	1	Playground Association.....	1910
15,074	1	0	1	Playground Commission.....	1911
15,949	1	1	2	Women's Civic League.....	1911
79,803	1			Park Board.....	1903
				Municipal Improvement League.....	1909
				Civic Improvement League.....	1909
				Playground Association, Civic League.....	1909

* Also 29 Guilds of Play and 5 Recreation Piers.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Playgrounds	Hours Open	Managing Authorities	Expenditures		Sources of Support	Year first Supervised was Playedrounds shed	Sources of Information
					Men	Women			
NORTH CAROLINA Greensboro.....	15,895	1	1*	1	Afternoons	50	Playground and Kindergarten Association	Private funds	1911 Meta Eloise Beall Frank M. Harper
Raleigh.....	19,218	1	1	5		175	School Committee	875.00 Municipal funds	
NORTH DAKOTA Fessenden.....	1,050	1	1	0	9-12; 1:30- 5:30; 7:30-9	60	Citizens' Committee	214.00 Private funds	1910 Mrs. H. Lyness A. B. Cole
Grafton.....	1,675	1	0				Monday Night League	300.00 Private funds	
Ohio Akron.....	69,067	2	2	4	10	877	Playground Committee	1,944.05 Municipal and private funds	1910 Mrs. J. F. Barnhart Mrs. Norman Krause
Canton.....	50,217	2	3	2	7	63	Parks and Playground Association	Private funds	M. C. Longenecker
Cincinnati.....	364,463	7	7	6	To 8:30 p.m.	4,100	Park Commission	175,084.00 Municipal funds	1909 George A. Bellamy John H. Lotz H. W. Luther
Cleveland.....	560,663	1	3	5	2.30-5; 7-9 8:30-12; 9-30	1,225	Hiram House	3,148.00 Municipal and private funds	1909 John H. Lotz
Columbus.....	181,548	12	25	32	8:30-11:30 12:30-3:30	750	Alta Social Settlement	6,500.00 Municipal and private funds	
Dayton.....	116,577	1	2	1	8 a.m.-9 p.m.	6,971	Board of Education	13,597.24 Municipal and private funds	Charles H. Gross
Delaware.....	9,076	1	*	*		2,622	Department of Public Recreation	25,000.00 Municipal funds	J. S. Kornfeld Elmer H. Gross
Greenville.....	6,237	1					Park Commission	10,400.00 Municipal funds	Mrs. F. B. Lewis
Oberlin.....	4,365	1			All	75	Woman's Federation for Social Work	400.00 Municipal and private funds	Howard L. Lawdon
Springfield.....	46,921	6	3	7	All		Playground Association	Municipal and private funds	B. B. McIntire John T. Murphy, M.D. W. E. Furnan
Toledo.....	168,497	12	12	6	All		Village Improvement Society		
Wooster.....	6,136	1					Board of Education		

Ohio Youngstown	79,066	10	12	12	All	2,600	Playground Association and Park Commission.	7,700.00	Municipal and private funds	1910	Miriam S. Moyer
OKLAHOMA											
Muskogee	25,278	3	2	0 {	7.30-10.30; 4.30-10 12	45 {	Park Board and Play- ground Association. Playground Association.	{ 3,135.00 3,000.00	Municipal and private funds Private funds . . .	1911	J. H. Fenstermacher
Tulsa	18,182	1	1	0		150				1911	C. E. Buchner
OREGON											
Eugene	9,009	4	0	6	9.30-9.30	130	Playground Association. Park Board and Board of Education	375.00	Private funds . . .	1911	Bertha S. Stuart, M.D.
Portland	207,214	7	9	8	9.30-9.30	26,283		7,216.48	Municipal funds	1906	E. T. Mische
PENNSYLVANIA											
Ardmore	3,650	1	1	2	8-5	165	Joint Committee of Civic Associations . . .	784.50	Private funds . . .	1911	A. S. Davisson
Braddock	19,357	2	0	7	9-12	550	Woman's Club	405.00	Municipal and private funds	1908	Mrs. W. T. Morgan
Bradford	14,544	1	1	0	1	65	School Board	100.00	Private funds . . .	1909	Mrs. C. M. Brooks
Carlisle	10,303	1	1	0	9-12; 2-5	55	Civic Club	105.00	Private funds . . .	1911	Kathleen B. Watts
Chambersburg	11,800	1	1	0	8-30-12	65	Playground Association . . .	1,408.42	Municipal and private funds	1910	Mrs. Edward W. Biddle
Chester	38,537	5	0	14	9-12; 1-30-5	35		1,800.00	Municipal and private funds	1908	M. A. Auerbach
Erie	66,525	2	2	2	10-6	400	Associated Charities . . .	647.66	Private funds . . .	1908	Mrs. Frank Pardue
Hazleton	25,452	1	0	2	9-8	83	Woman's Civic Club . . .	{ 343.44	Municipal and private funds	1908	Mrs. Louis C. Martin
Homestead	18,713	1	0	5	3	168	and School Board	217.04	Municipal and private funds	1909	Alexander Wilson
Johnstown	55,482	3	3	0	9-9	168	Playground Association . . .	3,100.00	Municipal funds . . .	1909	C. B. Hollinger
Lancaster	47,227	6	7	7	8-30-12; 2-6	700	Park Commission	1,800.00	Municipal and private funds	1909	W. A. Elliott
Meadville	12,780	3	5	1†	8.30-5.30	291	Playground Association . . .	905.00	Municipal and private funds	1909	W. A. Stecher
Philadelphia	1,549,008	79	96	106	9	15,437	Board of Education . . .	34,417.00	Municipal funds	1895	W. D. Champlin
Pittsburgh	533,905	30‡	60	155§	8-6; 8-9-30, evenings	2,956	Board of Recreation . . .	17,364.19	Municipal and private funds	1896	Beulah Kennard Mrs. John Cowley
Pittsburgh N. S. . . .	29	26	154	9-12; some all day	13,413	Playground and Vaca- tion School Associa- tion	71,997.55				
Pottstown	15,599	2	2	2	8.30-11.30; 2-4	140	School Board and Cen- tury Club	24,800.00	Municipal and private funds	1909	W. W. Rupert
Reading	96,071	9	8	4	9-9	1,440	Teachers and School Board	200.00	Municipal and private funds	1905	Wellington M. Bertoldt

*Volunteer.

† Assisted by ten volunteers.

‡ Including 7 gardens.

§61 employed the entire year.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population		Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first Supervised was playground established	Sources of Information	
	Men	Women							
PENNSYLVANIA—Cont.									
Scranton.....	129,867	4	2	6	9.30-6; (1) 7-9 evenings 9-5 All 12-1 9-30-11.30; 1	528 500 160	Playground Association, Playground Commission, Civic Club, Playground Association.	2,891.10 721.15 389.00	1908 1911 1911
Shamokin.....	19,588	{ 2	2	2	9-5 12-1 11-12 1	100 125 453 150 506	Playground Association, Civic Club, Joint Committee, Playground Association, Park Commission and Y.M.C.A.	700.00 138.00 896.17 491.75	Mrs. H. E. Grindler 1910 1910 1910 Jane R. Baker
Sharon.....	15,270	{ 1	1	2	2 1 1 1 1	100 9-12 5 0 1	Playground Association, Civic Club, Joint Committee, Playground Association, Park Commission and Y.M.C.A.	1,230.91	George R. Fleming H. M. Fry Charlotte V. Kelsey
South Bethlehem.....	19,973	1	2	1	3-1-5 9-12 5 0 1	135 408	Playground Association, Women's Club, Park Commission	482.31 650.00	1909 1910 1911
Steelton.....	14,246	2	2	1	6 6 0 1	9-7-45 8-30-8-30	Playground Association,	240.00	Charles B. Rockwell
Washington.....	18,778	5	5	1	5 5 0 1	2775 572 3,730	Playground Association, Private Management, Associated Charities, City Council, Mayor's Committee on Playgrounds, Playground Association.	155.00 9,590.00	Jessie M. Hixon
West Chester.....	11,767	5	5	1	6 6 0 1	3,000	Playground Association,	5,999.67	H. M. Barry Mary E. S. Root
Williamsport.....	31,860	1	2	1	9-11.30; 2-4	300	Playground Association.	2,137.79	
Wyoming.....	985	1	1	2	9-7-45	135	Playground Association,	700.00	Municipal funds
York.....	44,750	{ 1	1	0	8-30-8-30	408	Women's Club, Park Commission	650.00	Sarah C. Allan, M.D.
RHODE ISLAND									
Bristol.....	8,565	{ 1	1	0	*	2775	Playground Association, Private Management, Associated Charities, City Council, Mayor's Committee on Playgrounds, Playground Association.	240.00	1910
Pawtucket.....	51,622	{ 1	1	0	1 2 44	572 3,730	Playground Association, Private Management, Associated Charities, City Council, Mayor's Committee on Playgrounds, Playground Association.	155.00 9,590.00	1908
Providence.....	224,326	{ 15	18	1	2 44 1.30-5.30	300	Playground Association,	5,999.67 2,137.79	1906 {
SOUTH CAROLINA									
Charleston.....	58,833	1	1	1	2	150	Playground Commission	700.00	Municipal funds
TENNESSEE									
Bristol.....	7,148	6	1	0		Playground Association and Y. M. C. A.	50.00	Municipal and private funds	
Memphis.....	131,105	{ 1	1	1	All	200	Playground Association, School Board	5,250.00	C. W. Morey
					All				Mrs. Thos. M. Scruggs 1909

TENNESSEE—Cont.

Nashville	110,364	12	16	3 {	8 a.m.-10 p.m. summer; 8 a.m.-12 p.m. winter	Park Commission	Municipal funds	1901	Jno. S. Lewis
TEXAS				2	13	363 Park Board	1,945.94 Municipal funds 1,580.00 Private funds . . .	1909	E. A. Werner Margaret Van Fleet
Dallas	92,104	1	1	2	8 a.m.-9 p.m.	50 Evangelia Settlement . . .		1910	
Waco	26,425	1	0	2	*6	30 Women's Club	365.00 Private funds . . .	1911	Olivia H. McHugh
UTAH				1	0	Training School	65.00 Private funds . . .	1911	Viola Shumaker
Murray City	4,057	1	1	2	2-5 Recess and noon hour 9-6	Park Commission and Playground Association	505.50 Municipal and private funds	1910	Kate Williams
Provo	8,925	1	*2	2					
Salt Lake City	92,777	2	1	2					
VERMONT						131 Civic League	613.19 Municipal and private funds	1910	Hilda Pratt
Bennington	6,211	1	1	0	6	26 Thompson Trust	77.20 Private funds . . .	1901	John R. Howard, Jr.
Brattleboro	6,517	1	0	2 {	9-12 (after- noons, older boys) All	Park Department and Neighborhood House . . .	100.00 { Municipal and private funds		C. P. Cowles
Burlington	20,463	2	0	0		75 School Board	2,800.00 Municipal funds	1904	W. M. Black L. McK. Judkins
VIRGINIA						City Council			
Lynchburg	29,494	1		10	9-12; 3-7				
Richmond	127,628	10	1						
WASHINGTON									
Centralia	7,311	4		8	9-4	Public Schools	75.00 Private funds . . .	1908	R. B. Kellogg
Seattle	237,194	12	12	1	10-10	Park Commission	231,664.72 Municipal funds 15,000.09 Municipal funds	1908	J. H. Stine
Tacoma	83,743	{	3	2	8-30-5.30	Board of Education	800.00 Municipal funds		
Toppenish	1,598	{	2	1	8-30-5.30	School Board	187.00 Municipal funds	1909	H. H. Garretson
Walla Walla	19,364	1	0	1	4-8-1-5.30	Women's Park Club	950.00 Private funds . . .	1909	E. T. Robinson
WEST VIRGINIA									Grace Isaacs
Wheeling	41,641	3	2	4	1-8	1,000 Playground Association .	1,780.00 Private funds . . .	1909	R. B. Naylor
WISCONSIN									
Green Bay	25,236	1	0	1	6 a.m.-7 p.m.	South Side Improvement Association	423.41 Private funds . . .	1910	W. C. Rehder
La Crosse	30,417	3	2	0	10	110 Park Commission	3,761.39 Municipal and private funds		
Madison	25,531	4	4	3	9-5	100 Board of Education	1,800.00 Municipal funds		J. H. Farrer
Milwaukee	373,857	9	0	0	9-8	Park Commission	8,517.91 Municipal funds		J. C. Schubert
Prescott	1,002	1	0	1		People's Club	145.00 Private funds . . .	1911	F. P. Schumacher
Racine	38,002	2	3	1	8 and 10	Park Commission	2,910.00 Municipal funds	1907	Genevieve Turner A. E. Fisk

* Volunteers.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Playgrounds		Hours Open	Managing Authorities	Expenditures	Sources of Support	Year first supervised was established Playground was first supervised	Sources of Information
		Men	Women						
<i>CANADA *</i>									
Halifax	40,832	5	1	9	9-5-5-9	308	Local Council of Women	976.40	Municipal and private funds
Hamilton	52,634	3	3	0	9.30-5.30	600	Playground Association	1906	.....
Montreal	353,007	4	1	8	.....	.....	Parks and Playground Association	4,315.00	Municipal and private funds
Toronto	208,040	{ 3	3	3	10	1,900	City Council	1903	Edith I. Watt
Winnipeg	42,336	{ 7	0	14	7	1,163	Playground Association	{ 1907	James L. Hughes
		13	20	13	2-dusk	3,347	Board of Education	1908	L. D. Beard

* Population according to census 1901.

ARGUMENTS ADVANCED FOR A RECREATION COMMISSION

1. A recreation commission giving representation to the school board, the park board, and other bodies should enable the city in its recreation work to use all resources known to these various agencies, making possible a stronger, more united recreation work. In a comprehensive recreation plan provision must be made not only for the largest possible use of school grounds and buildings, but also of the parks, and all other available municipal property not more imperatively needed by some other department. Through a recreation commission all the resources of all the departments of the city may be utilized for recreation—not simply the resources of one department.

2. Boards appointed for other purposes are usually already loaded with work and find it difficult to give recreation interests adequate attention.

3. The members of a recreation commission are selected with the thought of play in mind. Other boards are selected primarily for other purposes.

4. School boards have large appropriations. Their budgets are constantly being reduced. When this occurs the reduction is likely to be taken from the recreation movement because this work has recently been started and seems least closely connected with the fundamental task of the board which was established for another purpose.

5. Thus far the creation of recreation commissions has not meant an increase in political influence in recreation work.

6. Recreation centers and playgrounds are popular. It is easier to secure an adequate appropriation for recreation in the beginning, if the question of an appropriation for playgrounds is not confused by being combined with that of a large appropriation for boulevards, or for industrial education.

7. A separate recreation commission appointed for the sole purpose of studying recreation needs, and meeting those needs, can be more readily held responsible.

8. The recreation interests are likely to be kept more prominently before the community if a separate commission with an efficient recreation secretary is at work.

9. The problems of recreation in a city are so large and

ARGUMENTS FOR A RECREATION COMMISSION

varied as to require the undivided attention of the strongest possible municipal*commission, needing all the time the members of an unpaid commission can give.

10. The recreation secretary in a city needs the hearty support of a group of public spirited citizens, unpaid, able to give careful attention to all the intricate and vital problems involved in a comprehensive municipal recreation program.

11. By the creation of a recreation commission it is usually possible to make official the services of important citizens who have been at the center of the movement in its initial stages. Playgrounds placed under city departments already organized frequently lose the active services of their most able advocates.

12. The special committee appointed by the Playground and Recreation Association of America to study the question of administration found that the cities having commissions were on the whole better satisfied with this form of administration than cities having other forms of control. Ten out of thirteen commission correspondents favored commission control. Seven out of thirteen park board writers favored the commission idea in some form.

The national committee reported, "From the data gathered it is fair to conclude that in the cities where the interest is greatest, the problems most varied, and the movement furthest developed, the distinct tendency is toward the commission idea, —playground or recreation commissions, composed of people having an appreciation of both the school and the park ideals, but with a social insight that permits a deeper appreciation of the meaning of 'leisure' from the standpoint of civic righteousness and efficient citizenship and the physical and moral welfare of the race. Such commissions tend to have jurisdiction and direction over recreational activities of the widest scope and use facilities provided by the park, the school, the street, the dock, or any other municipal board or department, or special facilities secured in conformity with a city-wide plan and designed with special reference to their recreational function and use. It appears that there is recognition that provision for adequate public recreation is a special problem, involving on the one hand social and educational aspects for which park boards and employees ordinarily have neither training, experience nor tradi-

THE PHILADELPHIA BOARD OF RECREATION

tions, and a use of grass, shrubbery, trees, open spaces and electric lights quite at variance with the accepted park idea."

The following cities have recreation commissions at the present time:

New Britain, Conn.	New York City	Philadelphia, Pa.
St. Louis, Mo.	Columbus, Ohio	

The following cities have playground commissions at the present time:

Berkeley, Cal.	Holyoke, Mass.	Plainfield, N. J.
Los Angeles, Cal.	Worcester, Mass.	Rutherford, N. J.
Oakland, Cal.	Bayonne, N. J.	Buffalo, N. Y.
San Francisco, Cal.	Camden, N. J.	Mt. Vernon, N. Y.
Denver, Col.	East Orange, N. J.	Oneida, N. Y.
Jacksonville, Fla.	Elizabeth, N. J.	Schenectady, N. Y.
Evansville, Ind.	Kearney, N. J.	Charleston, S. C.
Sioux City, Iowa	Newark, N. J.	Wheeling, W. Va.
Cambridge, Mass.	Passaic, N. J.	Toronto, Canada
Chicopee, Mass.	Perth Amboy, N. J.	Winnipeg, Canada
Everett, Mass.		

THE PHILADELPHIA BOARD OF RECREATION

On October 16th Philadelphia dedicated her Starr Garden Recreation Center. The opening of this modern recreation building marks a new era in Philadelphia's recreation work. An even larger building with separate gymnasium and auditorium hall is now under construction in another district. The preparation of plans for another recreation building has also been authorized. E. Walter Clarke's donation of a splendid playground with new recreation building, known as the Happy Hollow Playground, has already been chronicled.

During the summer Jacob D. Disston gave a piece of ground in Tacony for a playground and afterwards money enough to equip it and erect a building.

Four different sites comprising a little over four acres have been placed under condemnation proceedings and will probably be given to the Board of Recreation about the first of the year.

THE PHILADELPHIA BOARD OF RECREATION

Two recreation piers have been transferred to the Board. One is enclosed so that it can be used during the winter, and plans are under way for such use.

The Children's Hospital has loaned the Recreation Board an enclosed lot to be used until the hospital builds upon it.

Playgrounds and social center activities are being conducted in six different localities, employing already thirty-two workers. An ordinance is now pending giving the Board of Recreation power, with the consent of the Board of Education, to conduct social centers in the schoolhouses. The co-operation of the Board of Education and Dr. M. G. Brumbaugh, the superintendent of schools, who is known far and wide as a pioneer in the championship of playgrounds and social centers, has been an important feature in the Philadelphia playground development.

To talk with W. D. Champlin, secretary of the Philadelphia Board of Recreation, and see the careful way in which plans are being worked out and the broadening scope of the work is an inspiration. Philadelphia has been making rapid progress. Another year will show still more remarkable development.

The Department of Superintendence of the Board of Education has a play course for teachers in the public schools and for students in the senior year in the School of Pedagogy. This course is in charge of William A. Stecher, director of physical education. The course is given on eighteen consecutive Friday evenings from 7.00 to 9.30. Two periods of forty-five minutes each are devoted to instruction or lectures and one forty-five minute period to practical work.

The scope of the work is as follows:

- A. *Theory of Play*
Administration of Playgrounds Director Stecher
Twelve lectures
- B. *The Plays and Games of Children from 5 to 8 years* Miss O'Neill
Six periods of practical work
- C. *The Games of Children from 8 to 14 years* Mr. Allen
Twelve periods of practical work
- D. *Apparatus work for Boys and Girls* Mr. Lewis
Three periods of practical work

THE MAKING OF A PLAY FESTIVAL

- E. *Occupation Work for Children 5 to 14 years.....* Miss O'Neill
Six periods lectures and practical work
- F. *Songs and Stories.....* Miss O'Neill
Three periods lectures and practical work
- G. *Playground Dances* Miss Walton
Six periods of practical work
- H. *The Psychology of Play.....* Dr. Brandt
Three lectures

THE MAKING OF A PLAY FESTIVAL

ALICE M. CORBIN

EDNA V. FISHER

Pittsburgh Playground Association

It was a thrilling sight to lovers of play, this great play day in Schenley Park, in the city of Pittsburgh. Shortly after noon the children began pouring into the field. Every available spot became a playground alive with gayly dressed children playing and singing and dancing the folk dances that had made glad the hearts of many generations.

FIFTEEN THOUSAND CHILDREN

At half past three the band called together the children fifteen thousand strong and led them to Forbes Field where the pageant was to be given by the playground children. The eyes of the spectators were fixed not so much on the passing throng as on the time to come when these children should be builders of the new and larger city.

As the children trooped into the great grand stand their first interest was the diamond, where on the fresh grass stood four booths flaunting their gay red roofs beneath the brilliant blue sky. One was piled high with apples, another with vegetables, from the walls of the third hung strings of sausages, and in the fourth cheeses were temptingly displayed. This was Hamelin Town, the scene of the pageant The Pied Piper of Hamelin.

Immediately the little village began to awake. The market people appeared calling to one another, passing the time of day.

THE MAKING OF A PLAY FESTIVAL

An early buyer appeared, then another, then groups, until the whole field was a riot of color and life.

THIRTY THOUSAND SPECTATORS

Why and how and whence came this tremendous spectacle with fifteen thousand participants and thirty thousand spectators? Two years before a festival illustrating the life and spirit of Pittsburgh had quickened the hearts of those who saw it. This festival represented in panoramic form the gradual coming of all nations to unite their forces under the guidance of the spirit of Pittsburgh and Columbia, making the greater Pittsburgh, the Pittsburgh of today. There the pageant ended, leaving the spectator to be his own prophet of the future. In the meantime the festival committee cast about for a theme for carrying on the vision where it had been left two years before. In Browning's Pied Piper of Hamelin it was thought such an ideal theme had been found.

CHILDREN—THE REAL WEALTH OF A CITY

The one point of preliminary work with the teachers was to make them feel deeply and definitely the meaning of the pageant; that the suffering of the village was brought about by the greed and corruption of the council and the people of Hamelin; that the loss of the children was needful to bring a realization that their love of gold shut them away from appreciation of their priceless treasure, the child life of the city; that through sorrow they were quickened to fuller life. The teachers, having gained this deeper appreciation of the value of the pageant through discussion, story, music, pictures, and actually playing out the entire pageant, carried the spirit to every playground and recreation center in the city.

The part of the Piper was taken by one of the teachers, since it was felt that a deep realization of the message of the Piper such as would maintain the atmosphere and meaning of the entire pageant would be found only in a mature person.

The young men and women of the evening recreation centers were thus given the opportunity of living out as citizens the experiences through which Hamelin gained freedom, the pest of rats and the loss of the children. Then the question came: "How can

THE MAKING OF A PLAY FESTIVAL

the little ones participate in the upbuilding of a city? Are not they themselves the builders?" To show them as such the plot was extended. Browning's conception of the enchanted mountain was used as a basis for Part II of the plot,—a place

"Where waters gushed and fruit trees grew,
And flowers put forth a fairer hue,
And everything was strange and new;
The sparrows were brighter than peacocks here
And their dogs outran our fallow deer,
And honey bees had lost their stings,
And horses were born with eagle's wings."

CHILDREN CHOOSING THEIR PARTS

What a delight to any child to play a part in this fairy land of childhood! Some chose to be butterflies, others flowers. Another group that wished to be dragon flies constructed a dance representing three of their characteristic movements. The boys represented grasshoppers. Clad in green from head to foot they abandoned themselves to the part. A group of girls were swallows. Every day they gathered in a large field where, by representing freely the varied experiences of bird life, they gradually worked out a dance describing the flight of swallows. Still others were spring fairies and in interpretative dance represented the coming of spring to the mountains. Veiled in green, they stole in mysteriously and dropped the fairy rings about the flowers; then as the children entered the fairy ring, they danced silently away.

And to be a child in this fairy spot! This was permitted to all who asked. Some played gleefully with balls, tossing them to and fro, while chains of girls rolling hoops wove in and out among the wild creature of nature. This was the joyful scene the children represented within the enchanted mountain. Each group taking a part was permitted to dramatize the entire pageant and in this way was given a view of the whole. Stories, pictures, and free interpretation of the part to be taken always preceded the development of any part. Hence the parts changed from day to day as the children gained clearer and better conceptions of the meaning of the whole. Some of the dances were three months in growing to their final form.

THE MAKING OF A PLAY FESTIVAL

THE BARGAIN WITH THE PIPER

The first part of Act I is taken up with the everyday life of the people of Hamelin—buying and selling, meeting and greeting. Then come the rats, one here, one there, their antics making uncomfortable everyone in the little village. Finally a group of children run in to dance and play on the green, but they too are at last driven to seek shelter in their mothers' skirts while the rats, bolder and bolder, occupy the green. This last is too much for the outraged villagers. Leaders spring up here and there, gathering groups around them until the entire village seems to be one protesting mass. Determined to take revenge on someone, utterly unmindful of their own responsibilities, they march to the mayor and his council, who sit under a canopy across the field. With vehement gestures of indignation, the leader upheld by the mob lays down an ultimatum and departs, the rats playing about him as he goes, and leaves the council to solve this great problem. As the council debate there appears before them a strange figure. Advancing leisurely, he salutes the perplexed legislative body and proudly narrates tales of his wondrous magic by which he has “freed the Cham and eased in Asia the Nisam from a monstrous brood of vampire rats.”

“And chiefly do I use my charm
On things that do the people harm.”

Here is the suggestion for the idea that the Piper is not malignant and revengeful but a lover of mankind, desiring to free all from their ills. After much shaking of heads and drawing down of brows, the council agrees to pay one thousand guilders provided the Piper is able to prove his protestations of power.

“Into the street the Piper stept,
Smiling first a little smile . . .
To blow the pipe his lips he wrinkled . . .
And ere three shrill notes the pipe uttered,
You heard as if an army muttered;
And the muttering grew to a grumbling,
And the grumbling grew to a mighty rumbling,
As out of the houses the rats came tumbling . . .
And step for step they followed dancing.”

THE MAKING OF A PLAY FESTIVAL

THE BARGAIN REPUDIATED

As the rats disappear, the villagers rush in from all directions, leaping, crying, shaking hands, embracing one another, congratulating the council, but all unmindful of the bringer of this good fortune. In their ecstasy they gather and sing: "Now the rats have gone, we will clang the bell." As the clanging of the bell dies away the calm, dignified figure of the Piper approaches to claim the promised guerdon. But alas! Selfish satisfaction at their own freedom has robbed the villagers of all better emotions. They stand silent while the mayor refuses this just demand and go off hooting when the Piper appeals to them. Left alone the Piper stands depressed, contemplating "man's ingratitude to man." Suddenly his head is raised, his body uplifted. He seems inspired. He walks as one in a dream; he pipes softly, sweetly. A little lame boy comes running with hands outstretched. Then comes another little child, pulling a tinier one after her. In ones, twos, in threes, in larger groups they gather around the Piper—the world seems full of children. How the Piper's face beams—how he smiles and courtesies and welcomes "these miraculous ones."

THE PASSING OF THE CHILDREN

Then the whole palpitating joyous mass moves slowly, slowly forward. The joy of the Piper fills them. He looks around and beckons, drawing them on, on. In a long procession, in uplifted, joyous, supreme abandon, Piper and children pass out of sight. All? No, "one of the little boys is lame and could not dance the whole of the way." Tearful, he regards his departing playmates off for the enchanted land and wearily turns back to his lonesome land. He meets one or two villagers and tells his sad tale. The villagers throng the streets, thrilled with a terror they dare not name. Where are the children? They look to right; they look to left. Ah, it is too true—the children are gone. Slowly, sadly, wearily, with a loving tenderness for the little lame boy—such as no other child in the village of Hamelin has ever known—they go back into their homes. What use the brilliant blue of the sky, the fresh green of the grass, the gay booths flaunting their wares, the golden guilders clutched so tightly! The children are gone. Having eyes to see, the Hamelin townspeople have not seen.

The Piper, followed by singing children, appears within the en-

THE MAKING OF A PLAY FESTIVAL

chanted mountain; flowers spring up at his call. Violets and roses dance in, nodding their heads. They spread out over the grass, awaiting the butterflies that come floating and flitting from flower to flower, their gauzy wings outstretched to the sun. As the butterflies move slowly to and fro, the grasshoppers hop in from every direction. At the call of the Piper they leap toward him in wild ecstasy and surround him in double array. Again the Piper pipes and the dragon flies float in; they dart here and there, then buzz around the flowers. At a new call from the Pipers, the swallows circle in with their leader, wheeling to the ground. They swoop toward the Piper and then are away in perfect ecstasy. Again the Piper pipes, the veiled spring fairies dressed in green appear. Holding aloft the fairy rings, they steal mysteriously to drop them around the flowers, then dance about in gay abandon, stealing away as quietly as they came.

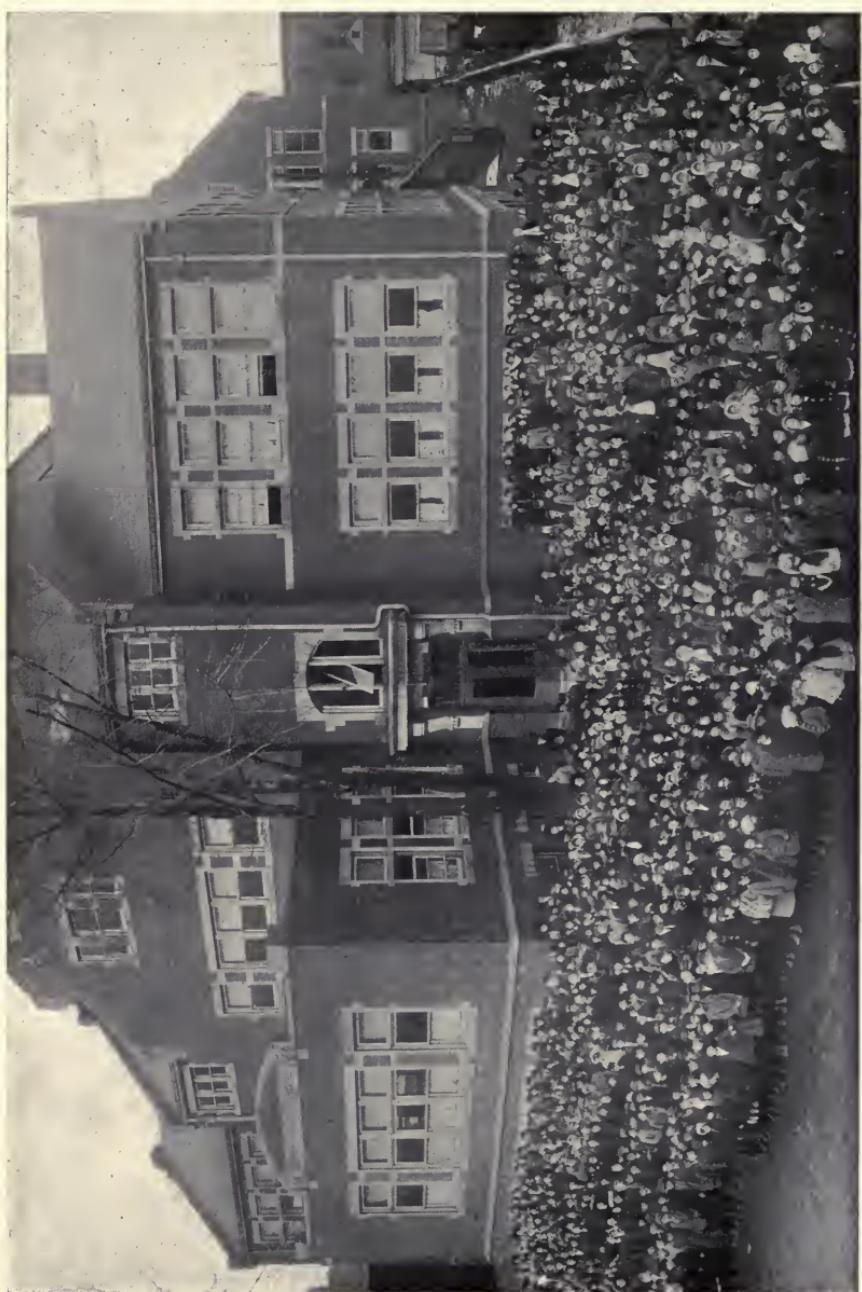
Thus do the fairies weave over the children the spell of the enchanted mountain. The children look in and then advance. Some approach to the flowers, claim their fairy rings and dance joyously about with them. Others run forward tossing balls skyward, bouncing them in the soft grass, and throwing them to each other in playful glee.

THE FINDING OF THE CHILDREN

Again the Piper calls—this time to all nature—and birds, butterflies, grasshoppers, dragon flies, fairies and children, unified by the voice of the Piper, dance joyously together. In the meantime, after a long, weary search, the parents, chastened by grief, have found their way in the footsteps of the children into the enchanted mountain. They would rush forward to claim their own. But no! They are held back by the Piper. Not yet have they earned this right. Bound by the Piper's spell, they watch the joyous activities of the children, and into their hearts creep a new love and a new tenderness; and then is born a new purpose which enables them to claim guardianship of the sons and daughters of the new city of Hamelin. In a great chorus of "Freedom, peace and purity" the people of Hamelin pour forth their praise and thanksgiving. Once more in his place at the head of his people, the mayor leads parents and children back to their own village. So great is the newborn unification that even the wild things of the mountain join in the mighty recessional.

Detroit Saturday Night.

Some time ago the Detroit Saturday Night published this picture showing 1,200 school children without a playground. Sixty-five thousand dollars has since been appropriated for the property adjoining this school to provide a playground for the children. It would have been hard to think of a more effective argument than this picture.



PLAY VISION The address on Substitutes for the Saloon printed in this issue was written and delivered before the Congregational Church in Davenport, Iowa, in 1891, twenty years ago. This address shows how many have been thinking of the recreation problem even before the modern awakening. The modern recreation movement is a growth—the product of the needs of the time. No single individual can claim its discovery. To many people in many different cities the same vision came. Though many individuals with this vision have united in the Playground and Recreation Association of America, the vision is greater even than any organization can possibly be.

**RECREATION
CENTERS** The growth of the recreation center idea is startling in its rapidity. Each week brings news of some city aroused to meet the needs of its young people.

Clarence Arthur Perry, in a recent statement, summarized the situation as follows: "In at least twelve American cities organized recreation centers are maintained in one or more school buildings entirely by municipal funds. In ten other municipalities they are maintained by some voluntary organization working in co-operation with the school board. In over a dozen other cities a beginning in recreational work has been made by throwing open on some of the evenings certain of the school facilities, such as the assembly halls, class rooms or baths. Ten cities of which I know,—and there are undoubtedly many others,—have established public recreational centers in buildings not used for school purposes, while in a still larger number of places an agitation for the establishment of social centers has been started by some organization or definite group of people. Over a hundred cities are holding public lectures and entertainments in their school buildings at various times during the year, while the number which are used for meetings of parents and teachers and ward improvement associations is beyond the possibility of exact statement." More important than that all our cities within the next twelve months should establish recreation centers is it that the centers established do good work and that the

most efficient workers be found for the positions created. The recreation centers described by Mr. Perry cannot be separated in any city from the rest of the recreation program without a loss of efficiency. It is with good reason that the cities now starting their recreation work are arranging to place their recreation centers, their playgrounds, athletic contests, boy scout activities, children's gardens, festivals, the management of municipal summer camps, in charge of some one municipal body, and are engaging recreation secretaries to be responsible for all this related work.

A few years ago in many cities, when large sums of money were spent for children's playgrounds, employment was given the play leaders only during the summer months. Strong workers were not attracted by part time employment. When secured for one summer there was difficulty in engaging the same workers the next summer. Often a new group of workers was secured each summer. It was clear that the play centers could not become the neighborhood centers they ought to be, unless as in settlement work, the leaders continued throughout the year, and year after year. In nearly every community there is more than enough recreation work needing attention to give steady employment to trained workers throughout the year.

A VISIT TO BALTIMORE If you know of someone who needs to renew the spirit of youth, to feel again the thrill that comes in losing oneself in joyous play, take your friend with you to the Eastern Female High School in Baltimore on a Monday or Wednesday or Friday evening. Watch the folk games, the gymnastic and athletic games, the singing and the marching, the storytelling and the dramatics, all under trained leaders, and you will rejoice that our American cities are now thinking not only how they may protect their citizens from violence, disease and ignorance, but are giving their thought to making life in the different neighborhoods as vital and rich as may be.

RURAL RECREATION A county supervisor of play! Long have our county districts waited. The country is developing its social institutions just as surely as the city. Essex County, Massachusetts, has had its playground association. The Young Men's Christian Association has developed its splendid system of county secretaries. Now in Hamilton County, Tennessee,

we have a county superintendent of play, supported by public taxation. Several other counties are at the present time considering the organization of the play life of the community. The annual meeting of the Playground and Recreation Association of America this year will be devoted to the subject of rural recreation.

FOREIGN COUNTRIES Wherever life is vital there you will find attention to play. Men and women from India, China, Japan, Africa, are seeking information as to how play centers may best be organized. If the Association had the resources one person could be kept busy attending to the questions arising in connection with the foreign correspondence.

SOUTH AMERICA The first playground in Rio Janeiro is already a success. Mr. Tucker in his description of this playground tells of the helpful co-operation of Honorable William Jennings Bryan at the time of his South American trip. Mr. Bryan on several occasions on his trip urged the importance of play centers.

NEEDS OF THE RECREATION MOVEMENT IN AMERICA

1. FIELD

At the present time there are enough cities seeking help from the Playground and Recreation Association of America, and needing such help, to keep eight field secretaries busy for the next two years.

2. INSTITUTES

The number of institutes which might wisely be held in various sections to create higher standards in recreation work is limited largely by the financial resources of the Association.

3. MEN

Increasingly city officials are looking to the Association to make definite recommendations for filling their positions. Much more time must be set free for finding the right men and women and persuading them to accept positions in recreation work.

NEEDS OF THE RECREATION MOVEMENT IN AMERICA

4. PUBLICATIONS

Sufficient material of value to recreation workers is received at the office of the Association to fill a weekly magazine of the same size as The Playground. Some means must be found of placing this material in the hands of the recreation secretaries and play leaders of the country. If a person of the right literary ability were employed by the Association for this particular task valuable articles could be furnished regularly to a large number of magazines.

5. COMMERCIAL RECREATION

One hundred and forty cities are at the present time interested in the regulation of their dance halls and should have information regarding what New York, Philadelphia, Chicago, Cleveland and other cities have done. The Committee on Commercial Recreation needs \$4,000 for this year for special work in helping these 140 cities work out their problem.

6. RURAL RECREATION

The problems in this field are of a special kind. The Committee on Rural Recreation needs sufficient money to employ a capable worker to aid the many rural districts which are now seeking practical help.

7. RECREATION FOR INDUSTRIAL WORKERS

Hundreds of thousands of dollars have been spent by large employers of labor in trying to bring greater efficiency through the right kind of recreation at noon and after hours of work. This whole problem needs further study. What form of recreation can be arranged for special groups like longshoremen, street car motormen and conductors and others forced often to be on hand—yet idle—for hours at a time?

A careful, thorough-going attempt to relate the recreation of workers to industrial efficiency and efficiency for living is a large and vital task. Much information gathered through such a study cannot be put in book form but should be made available through individual consultation on special problems,—that is, the person making such a study should serve as a consulting specialist.

NEEDS OF THE RECREATION MOVEMENT IN AMERICA

8. PLAY IN INSTITUTIONS

Probably no one in the country is in a better position to know the needs of our various charitable institutions than Alexander Johnson, secretary of the National Conference of Charities and Correction. The following statement from Mr. Johnson shows his feeling regarding the great possibilities of play in institutions:

“Any one who has seen a group of children in an orphan asylum transformed through play, or knows how much joy may be brought to the insane or feeble-minded through further development of recreational opportunities, or understands how life may be quickened in homes for the aged, can realize what it would mean to have an expert from the Playground and Recreation Association of America giving his entire time to this problem.”

OPPORTUNITIES

The Government officials having charge of Indian affairs are willing to use all their machinery to demonstrate the value of play for these boys and girls in their schools.

The state superintendent of schools in Oregon is willing to use his resources, arranging for traveling expenses, entertainment, and other incidental expenses if the Association will furnish a leader to direct a state-wide campaign to make Oregon a model state in provision for recreation.

The state superintendent of schools in Texas would like to interest all the school principals and school superintendents in a special campaign for general participation in athletics and play.

Representatives from China and India have come to the Association for help in planning recreation centers for these countries. Shanghai, China, already has two recreation centers. Mr. Goethe, of Sacramento, California, urges the Association to make provision for meeting the great thirst for information he has found in all the foreign countries he has visited. Already inquiries are being received from Australia, Japan, Germany, England, South American countries, the Philippines, as well as China and India.

NEEDS OF THE RECREATION MOVEMENT IN AMERICA

Special fellowships for the study of recreation problems could be arranged with several educational institutions if the Association had a worker to direct such studies.

The co-operation of the Association has been sought by those interested in the assimilation of immigrants. The Association could undoubtedly co-operate to advantage with those interested in this problem, helping to secure in certain communities an adaptation of the local recreation work or an extension of it to meet this special need.

In a similar way the co-operation of the Association has been sought by men and women interested in the vice problem. The Chicago Vice Commission and the Minneapolis Vice Commission have both suggested the multiplication of wisely managed recreation centers as an efficient aid in the anti-vice campaign. If the Association had the resources, co-operation with those interested in this problem would undoubtedly enable the Association to work out plans for making local recreation work more effective in combating this great evil.

The Men and Religion Forward Movement are stirring up men in various cities to active social and religious service. If the Association had been in a position to co-operate as it was asked to do in following up this work, trying to stir influential men up to important local recreational tasks, much could have been done.

The Victor Talking Machine Company without regard to expense, is preparing the best music for the list of ten folk dances selected by the Folk Dance Committee and is willing to co-operate in advertising these folk dances throughout the country. Children who have learned the dances in the schools and on the playground can thus have music in the home for these dances and teach them to their parents.

If the Association had the resources, one of the best story-tellers in the world would be glad to attempt to develop in the colleges of the country a revival of the old time interest in story-telling, so that in our American homes this valuable form of play might be enjoyed.

PLAY IN A NORMAL SCHOOL

The Association has received a very interesting description of the attempt to introduce play work in one of our normal schools. In the beginning the students saw no fun in active games. They seldom laughed and rarely associated. Certain chores at school, as at their homes, had to be done, and the rest of the time was spent in loafing. This condition the teachers believed to be the result of the isolation in the remote country districts from which the young men and women came to this normal school.

At this point someone proposed the organization of a basketball team. The boys willing to learn the game were classified as first, second, third, fourth and fifth class men according to possible ability. One of each class was placed on a team and a schedule for a Round Robin tournament was arranged. Each team chose its own captain who practically taught his team. At first the boys excelled in hand to hand fights. However, in a few weeks all but five out of ninety-five boys were in the game in earnest, and the gymnasium, once practically unused, has become the center of the play life of the school.

The girls it was impossible to interest in a like series of contests. At first out of a class of one hundred and sixty but half could be brought into the play activities. Rhythm, however, was found to appeal to them and accordingly plans were set on foot for a pageant. Though there was considerable opposition to social dancing, there seemed to be none to the festivals arranged by the school, even though various forms of dancing played a large part in these pageants. Out of the nearly seven hundred students enrolled practically all were in the pageant of last year.

The work which is being done at this normal school is most vital and will surely have a large influence in the communities to which these teachers shall go.

DESCRIPTION OF RECREATION SURVEY EXHIBIT

PREPARED BY ROWLAND HAYNES, UNDER THE CHILD WELFARE COMMISSION, FOR THE CITY BUDGET EXHIBIT AT MILWAUKEE, WISCONSIN, NOVEMBER, 1911

Three poster charts showing what 1421 Milwaukee children seen out-of-doors were doing:

18% working, 32% playing, and 50% doing nothing

Map showing 20 blocks in Milwaukee where 1058 children between 4 and 15 years of age live, with open spaces free for play, and land build upon or cut up into too small lots for play

These lots and open spaces are shown in colors, and the children are represented by pins stuck into the streets and open places

Chart showing a second Milwaukee neighborhood with relative amounts of open and occupied space, and traffic conditions of streets

Map showing third Milwaukee neighborhood of 20 city blocks, with schoolyard within its limits and park playground adjacent, also several vacant lots

The fact is shown that on a given Saturday morning, when 459 children were out-of-doors in that neighborhood, none were in the schoolyard, none were in the park playground, 38 were on vacant lots, 55 in private yards, and 366 on the streets

Caption used: "Play Leadership Needed to Use Spaces We Have"

Charts showing density per acre in different wards of the city Percentage of children to total population in the different wards

Every 57 minutes, day and night, winter and summer, a Milwaukee child reaches the age of 5 and wants a place to play; every 72 minutes a Milwaukee boy or girl reaches the age of 16 and wants a good time

Caption used: "Fight Vice With Wholesome Recreation"

Charts showing numbers, distribution, and capacity of moving picture shows and theatres, numbers of pool tables, billiard tables, and bowling alleys, with estimate given of where young people are on Saturday nights

Chart showing that Milwaukee has grown six times as fast as rural Wisconsin in the decade, 1900 to 1910

A NEW SUBSTITUTE FOR SALOONS*

FRED P. BEMIS

Davenport, Iowa

The desire for liquor is abnormal and unnatural,—it must be acquired. The saloon keeper recognizes this, and so in order to get young men to visit his saloon he appeals at first to those natural desires which everyone has for sociability, amusement, recreation, and comfort. How many of you realize how attractive a first class saloon can be made? It is warm, well lighted, handsomely furnished, clean, and cozy. The bartenders are picked men, good-natured, courteous, and friendly. There are papers to read, games of all sorts, toilet rooms, free lunch, a place to smoke, and plenty of genial company with whom it is easy to get acquainted. Now what other places are there which furnish *free* all these attractions of the saloon? The answer is easy—there are none.

There are two classes of substitutes for the saloon:—those which furnish sociability and amusement, as the Young Men's Christian Association, secret societies, lodges, and clubs; then there are those which furnish non-intoxicating drinks, as the temperance saloons, coffee and soup houses, and many charitable institutions. Our substitute for saloons must not only be free, but it must have some more attractive features than the saloon can command, something which money cannot buy. The strongest desire in every true man's nature is for the society of the gentler sex. The tenderness and kindness of modest, refined women, their power to please and amuse, to soothe and sympathize, these are the magnets upon which we must rely.

Our forefathers recognized that it was the duty of the state to provide free education for all, rich and poor, and our public school system, the best in the world, is the result. Recreation, society, and amusement are just as essential to the mental and moral welfare of the people as education is to the child. The state, or in other words the wealthy tax payers, now provide public parks, museums, and libraries in our cities. In Europe there are theatres, opera houses, and gymnasiums partly supported by public funds.

* The above paper was written and read in the Congregational Church in Davenport, Iowa, about 1891.

A NEW SUBSTITUTE FOR SALOONS

Why should not the commonwealth furnish club houses, which could be made much more attractive than saloons, at the public expense? The necessary taxes would be trifling compared with those now required by the crime, poverty, and sickness which the saloons cause. I would suggest as a possible solution of this problem that the public school buildings should be utilized. They are used for school purposes only thirty hours in the week and forty weeks in the year, and during the rest of the time could be open as social resorts to all the people. Of course, some change in furnishing would be necessary to suit them for both purposes. The children's seats and desks could be made light and moveable and at the close of school work each scholar could put his own seat with the pile of other seats in a corner of the room. The buildings would be warm any way. Plenty of lights would not cost much. We could have one room with rocking chairs where the mothers could bring their babies and their sewing and spend the evening. In another room the fathers could smoke, and read the papers, and talk politics. In still other rooms the children could play games, and romp, and make as much noise as they wished. The largest room in each building could be kept as an audience room and used for debating societies, singing school, concerts or dramatic performances by home talent, political meetings, health talks by physicians and numerous other such entertainments. Every city school building ought to have a gymnasium and bath rooms, and a library and reading rooms for the use of the scholars. But if not so provided it would only cost a little to equip a school room with gymnastic apparatus. Magazines and papers for a reading room could easily be supplied, also writing tables; and a small branch of the public library could be opened in each building. But this is just the beginning of the attractions which might be furnished. A piano and other musical instruments could be provided. One room could be used for dancing, another could be equipped with all sorts of games. A restaurant could be added where, of course, only non-intoxicating beverages should be sold. The profits from this would help defray the expenses.

The playgrounds around the building could be brilliantly lighted, and all sorts of outdoor games could be played, and thus the children kept off the streets. There is no reason why a school-house should be like a prison, bare and cheerless. The furnishings

RECREATION CENTER FOR PEORIA

which would be considered necessary for a club house, such as tinted walls, pictures, curtains, easy chairs and lounges, would not be thrown away on the children. The pleasant associations also which the place would have would help to make the school life of the children easier.

There are other advantages of this plan which will occur to you. It would give a place for the free discussion of political and social questions. These are now discussed chiefly in saloons, with the result that saloon keepers are dictating, and those who frequent saloons are choosing, who shall be our law makers.

It would enable rich and poor to meet on a common footing, to get better acquainted with each other, and so would tend to break down the class distinctions which are growing up in our midst of a moneyed aristocracy, which is a peril to our republican form of government. "But," you may say, "we could not allow our daughters to go to such a place and associate with everyone who might come in." When they were younger and much more impressionable they did associate with everyone in the public schools. Many young women live in boarding houses, or their homes are so small that they cannot entertain callers. This plan would give a suitable place where young people could spend their leisure time together.

There is no limit to what can be done to make life enjoyable, if we apply and extend this principle, that it is the duty of the commonwealth to furnish means for recreation to all. Of course we can also have special buildings which shall be designed and used only for social purposes, but the schoolhouse is everywhere, it belongs to the people, it is idle much of the time, and it might be utilized in this way.

RECREATION CENTER FOR PEORIA

The recreation center as a form of memorial is becoming more and more common. Public spirited citizens who desire to render some permanent service to their native place like to think of the joy which such recreation centers will bring the people of their city generation after generation.

Recently the trustees of the J. C. Proctor Endowment purchased a tract of land about the size of two ordinary city blocks

RECREATION CENTER FOR PEORIA

at a cost of \$30,000. A \$100,000 building is planned. There will be two gymnasiums, free baths, swimming pools, club rooms, library rooms, and bowling alley. The worker in charge will have his home at the recreation center. The entire expense of maintenance will be borne by the J. C. Proctor Endowment. The hope is that this recreation center shall be a model and that municipal bodies will provide for other neighborhoods in the same way. Those in charge plan to make sure that there is adequate supervision of this recreation work.

Peoria is certainly to be congratulated on having its splendid recreation center in charge of those who appreciate the necessity of having in such a center the best possible trained leaders. Many other cities will watch with interest the development of this Peoria play center.



MUSIC AT A RECREATION CENTRE

There is perhaps no better demonstration of the belief of people in the necessity of recreation as a part of civic life, than that conservative business men should be willing to put time, thought and money into making permanent the idea that the life of the community as a whole may be broadened through the provision of wholesome recreation for the leisure hours of all.



A FORM OF PLAY
Boys' Club work in a rural district

A RURAL EXPERIMENT

April 1st, 1911, a most interesting experiment was started in Hamilton County, Tennessee. A supervisor of play was engaged to look after play interests throughout the schools of the county. In this county as in many other places it is reported that at first the children did not know how to play. The "survival of the fittest" was in full operation. The older boys used the play space while the little chaps hung around on the edges glad of the chance to watch and to anticipate the time when their own might and brawn would permit them to thrust aside the newcomers. For the older boys a baseball team was started, a series of games planned and organized, and senior and junior teams developed in all the schools. A school spirit was thus created which had hitherto been unknown.

The boys who could not make the teams were interested in relay racing, track work, Day and Night, Fox and Sheep, Prisoner's Base, Bully in the Ring and numerous other games that could be played on the school grounds. A course of play for the girls was mapped out which immediately caught their interest. The interest in ball games manifested among the larger girls was such that a league for playground ball was started and a team

A RURAL EXPERIMENT

organized in each grade from the third up to the eighth. This stirred up an intense rivalry. Girls who had hitherto been passive became active on the grounds and in their schoolroom work. Those who did not participate in this form of play were encouraged to enter into other games.

TARDINESS ELIMINATED

Through play the attendance was stimulated and from the report blanks tardy marks were soon eliminated. This was brought about by depriving delinquents of the play periods and insisting that anyone who fell below a percentage of seventy-five was ineligible to participate in anything until the grade was brought up to the required standard. The effect of the work was so pronounced that the School Board arranged to make the position of the supervisor of play official for all their schools.

BASEBALL WITHOUT FIGHTING

In the eleven suburban schools junior and senior baseball teams were organized to play two games a week, making four games a day for five days and two on Saturday. The only iron-clad rule the boys had to follow was to refrain from profanity and tobacco. One of the newspapers offered pennants and gave the boys plenty of publicity. The playing of the boys was in some instances of such high calibre that crowds of people would turn out to cheer certain nines to victory. At first it was somewhat difficult to keep the right spirit among the spectators. But after one offender had been handled by the law things went smoothly and three hundred boys for the first time in the history of Chattanooga played baseball without fighting and under the proper influence.

COMMUNITY DAYS

During the summer a movement was put on foot for a safe and sane celebration of the Fourth of July, using three schools as a nucleus. An historical pageant was presented which was witnessed by thousands of people. Another step taken was to hold a teachers' institute where the rural instructors were taught

A RURAL EXPERIMENT



THERE'S NO FUN LIKE SNOW FUN



A TOBOGGAN SLIDE

on the playground ought to mean better work in the school class room

A RURAL EXPERIMENT

psychology and the room and yard games. A plan of work for the year was given them as it is impossible for the supervisor to visit all the small schools. In all there are forty schools under supervision, with an attendance varying from seventy-five to nearly eight hundred. There are four high school districts in the county; and on each campus it was planned to hold a fall and spring track meet or in reality a general school picnic day for all the boys and girls of each high school district. Farmers with their families drove in prepared to spend the day; and by the time the sun had disappeared over the Tennessee hills the people went home tired but happy, filled with the memories of a wonderfully good time. The fall meets were all successes.

CLASS STANDING OF SEVENTY-FIVE PER CENT. REQUIRED

In the suburban schools a more pretentious system is being carried out. First, a practical system of schoolroom calisthenics has been installed in all the schools. The teachers are taught two new exercises every two weeks and are now working on a daily schedule of two five-minute periods. This was not a part of the duty of the play supervisor, but it seemed to be needed and has been carried out successfully. The first twelve exercises developed the body harmoniously. Second, a yard arrangement is made for the grades. Each child knows his play space and at the tap of the dismissal bell goes to it. Third, the older boys of the fifth, sixth, seventh, and eighth grades are playing a game called County Ball. It is a combination of football, basket ball and town ball, invented by the play supervisor. Every school has two teams of eleven players each who represent the school in inter-school competitions once a week. In the schoolyard fifty, one hundred, or one hundred and twenty-five boys play at a time, and up to the present time there has not been a single injury reported. The principal acts as umpire and carefully watches all play. A class average of seventy-five per cent. is a requirement for all players. The boys not actively engaged in County Ball may play Two Deep, Three Deep, Fox in the Morning, Follow the Leader, Day and Night, Bully in the Ring, and a number of active games, changing a game as soon as the interest lags, which is usually in about ten days' school time. The smaller boys of the first and second grades play with the girls

A RURAL EXPERIMENT

in the ring games and elementary folk songs and dances. The third and fourth grade boys usually join with the higher grades in the games of Bully in the Ring, Day and Night, and other games. In the spring a track meet and a senior and junior baseball league will be arranged, for the inter-school games intensify school spirit and reach a number of boys who cannot otherwise be reached. Fourth, the older girls are now playing nine-player basket ball and playground ball. Class teams are organized. After a team wins the championship of its school, it is permitted to play the champions of one other school two games. These games are played on the girls' side of the school grounds. (While the older girls are engaged in this way, the smaller ones are playing Prisoner's Base, Cat and Rat, Follow Me, Three Deep and Call Ball. The first and second grades are enjoying at the same time games of the ring variety and folk songs and dances.)

In the fall and in the spring the children from all the suburban schools unite in an open air pageant. Each school in the last pageant represented a foreign nation with characteristic costume, song, and dance. The progress in six months was remarkable. This spring an historical performance is planned using the history of Tennessee as a basis.

EQUIPMENT

A public spirited citizen contributed the equipment for several schoolyards which was placed in the least used parts of the grounds. Different grades are permitted to use different parts of the apparatus during the rest periods. As there was no appropriation made for play material the supervisor purchased the balls, took them to the school, interested the boys and girls and then had them "nickel up," as the boys term it, until they were paid for. The principals and teachers co-operated satisfactorily.

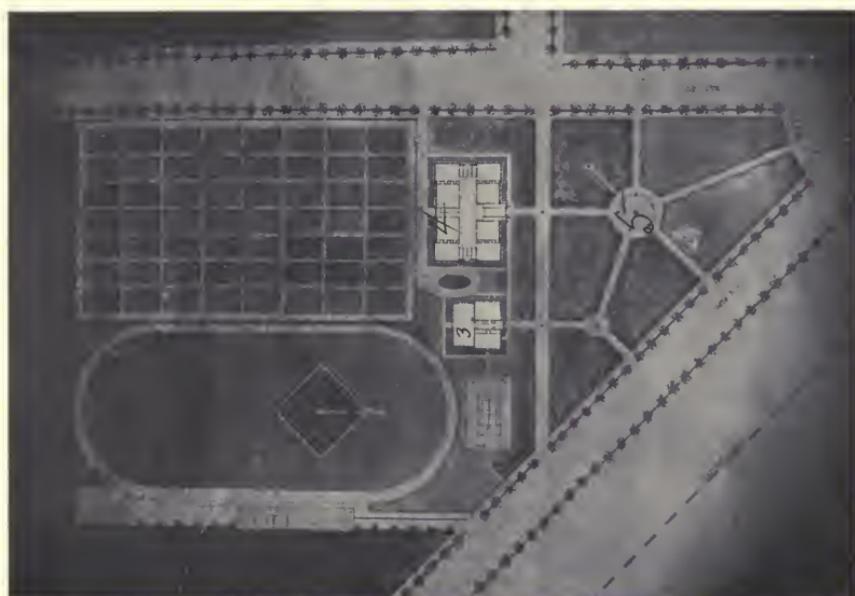
Sixteen hundred children of eight suburban schools took part on November second in a county play day. The editor of the Chattanooga *Times* reports that the event was a revelation to a large part of the citizenship. The park authorities of Chattanooga have announced a plan for the establishment of public playgrounds in the various sections of the city within the next year. Other counties in many states of the Union will watch the development of this plan of play work with great interest.

TOPPENISH, WASHINGTON

This small country town of two thousand people has arranged a central playground, including an athletic field and a garden tract. A place is provided nearby for an experimental school with a gymnasium and shower baths, which will be opened for both pupils and parents.

A cottage for the teachers will be built on one corner of the playground, and the grounds themselves will be supervised at least eleven months and perhaps throughout the year. As many as possible of the public meetings of the neighborhood are being held in the High School.

At a school four miles away another center is being planned.



THE TOPPENISH PLAN

A TRACT OF ELEVEN ACRES

1. Athletic Field and Playground
2. Experimental and School Garden Tract
3. Present High School Site
4. Proposed High School Site
5. Parking Area (2½ acres)

A NEW KIND OF COUNTY FAIR

Dean L. H. Bailey of the State Agricultural College of New York points out that while the basis of country life is rapidly changing, the county fair has not changed its basis of operation in recent years and is insufficient for the epoch that we are now entering. His plea is for a fair that shall represent the real substantial progress of rural civilization and that will also help to make this progress,—one that shall be a power in the community, not a phenomenon that passes as a matter of course.

First, Dean Bailey would eliminate all gate receipts; all horse trots; all concessions and all shows; all display of ordinary store merchandise; all sales of articles and commodities; all money premiums; and would raise money by popular subscription, taking special pains that the committee in charge should so manage the campaign that every citizen of the county would realize that he owed allegiance to the enterprise.

Dean Bailey would wish to effect a complete transfer from the commercial and "amusement" phase to the educational and recreation phase. He would like to see the county fair made the real meeting place of the people, and would have special efforts made to get the children. He says "the best part of the fair would be the folks, and not the machines or the cattle—although these would be important too." The fair should be one great picnic and field day, where would come together the very best elements that are concerned in the development of country life.

"I should work through every organized enterprise in the county, as commercial clubs, creameries, co-operative societies, religious bodies, fraternal organizations, schools, and whatever other organized units already may exist.

"I would have every person bring and exhibit what he considers to be his best contribution to the development of a good country life. One man would exhibit his bushel of potatoes; another his Holstein bull; another his pumpkin or his plate of apples; another a picture and plans of his modern barn; another his driving team; another his flock of sheep, or his herd of swine; another his pen of poultry; another his plan for a new house or a sanitary kitchen, or for the instalation of water supplies, or for the building of a farm bridge, or the improved hanging of a barn door, or for a better kind of fence, or for a new kink in a farm harness, or the

A NEW KIND OF COUNTY FAIR

exhibition of tools best fitted for clay land or sandy land, and so on and on. The woman would also show what she is contributing to better conditions,—her best handiwork in fabrics, her best skill in cooking, her best plans in housekeeping, her best ideas for church work or for club work. The children would show their pets, what they had grown in the garden, what they had made in the house or the barn, what they had done in the school, what they had found in the woods. I should assume that every person living on the land in the county had some one thing which he was sure was a contribution to better farming, or to better welfare. I should put it up to every man to show in what respect he has any right to claim recognition over his fellows, or to be a part of his community.

"I would ask the newspapers and the agricultural press to show up their work; also the manufacturers of agricultural implements and of country life articles.

"I would also ask the organizations to prove up. What is the creamery contributing to a better country life? What the school? The church? The grange? The co-operative exchange? The farmers' club? The reading club? The woman's society? The literary circle? The library?

"I should give much attention to the organization of good games and sports, and I should have these co-operative between schools, or other organizations, such organizations having prepared for them consecutively during the preceding year. I should introduce good contests of all kinds. I should fill the fair with good fun and frolic. I should want to see some good pageants and dramatic efforts founded on the industries, history, or traditions of the region or at least of the United States. It should not be so very difficult to find literature for such exercises even now, for a good deal has been written. By song, music, speaking, acting, and various other ways, it would not be difficult to get all the children in the schools of the county at work. In the old days of the school 'exhibition,' something of this spirit prevailed. It was manifest in the old 'spelling bees' and also in the 'lyceum.' We have lost our rural cohesion because we have been attracted by the town and the city, and we have allowed the town and the city to do our work. I think it would not be difficult to organize a pageant, or something of the kind, at a county fair, that would make the

RIO DE JANEIRO'S FIRST PLAYGROUND

ordinary vaudeville or side-show or gim-crack look cheap and ridiculous and not worth one's while.

"If we organize our fair on a recreation and educational basis, then we can take out all commercial phases, as the paying of money premiums. An award of merit, if it is nothing more than a certificate or a memento, would then be worth more than a hundred dollars in money. It is probable that the fair would have to assume the expense of certain of the exhibits. So far as possible, I should substitute co-operation and emulation for competition, particularly for competition for money."

RIO DE JANEIRO'S FIRST PLAYGROUND

H. C. TUCKER

On July 3rd, 1909, the *Journal of Commerce*, the leading daily paper in the city, kindly published at my request an article in which attention was called to the need and value of modern playgrounds. Facts and statistics were given concerning the movement in the United States and Europe. In December of that year the same paper published an article in which the educational value of wisely directed play for children was discussed, the opinions of a number of authorities on the subject were given, and the special needs for such an enterprise for the city of Rio de Janeiro were emphasized. Again, in February, 1910, through the columns of this paper, a direct appeal was made in an open letter to the mayor and city authorities to set apart a plot of ground where the experiment might be tried. On the occasion of his visit in March, the Honorable William Jennings Bryan was invited to say a few words on playgrounds at the People's Central Institute (the Central Mission) in the presence of several representative men, and others of the city. A day or two later he took occasion to appeal to the mayor's wife for her influence with her husband in behalf of the scheme. An ex-mayor and others became interested and the superintendent of public parks and gardens was approached. The subject at once appealed to his kind heart. He suggested the possibility of using a plot in the old Imperial Palace grounds, which were then undergoing extensive improvements looking towards its conversion into

RIO DE JANEIRO'S FIRST PLAYGROUND

a public park, the palace itself having been set apart as the National Museum.

A plan of co-operation was devised between the corps of workers in the People's Central Institute and the local Young Men's Christian Association. During my visit to the United States from April to October, 1910, playgrounds were visited and studied, information and helpful suggestions were obtained from the Playground and Recreation Association of America, and the co-operation and support of the Young Men's Christian Association International Committee was secured in selecting and sending out a physical and playground director.

In November, shortly after my return to Rio, the mayor of the city and the superintendent of parks met us by appointment in the park above referred to, and definitely designated two large plots of ground splendidly located for the purpose. They agreed to do all the work of preparing the grounds and putting up our apparatus, at municipal expense. The matter was at once laid before the manager of the Rio de Janeiro Tramway Light and Power Company with a view to obtaining old street car rails and other material for constructing apparatus. He generously volunteered to secure for us a supply of the most modern playground apparatus to be had on the occasion of his contemplated vacation in the States. The Brazilian Government authorities granted our request to allow this supply of apparatus to pass through the Custom House free of duties. Seven wholesale dealers in the city signed an agreement to furnish all the galvanized piping and other material needed to properly install the apparatus. Another house granted a supply of ropes, and another a large Brazilian flag.

In the meantime the physical and playground director from the Springfield Training School had been selected by the International Committee of the Young Men's Christian Association and had been sent out to be largely supported by the Rio Young Men's Christian Association and the People's Central Institute. He superintended the final laying out of the playground and athletic field and the erecting of the apparatus.

The work was completed just in time for the formal inauguration to take place on the Twelfth of October, a national holiday in commemoration of the discovery of America. The mayor, super-



Children enjoy warming themselves after games on a playground in winter

PUBLIC SCHOOL PLAYGROUNDS IN PORTO RICO

intendent of parks and many other people of prominence were present. The mayor furnished a band for the occasion, and hoisted the national flag, and spoke hearty, enthusiastic words of appreciation and encouragement, assuring us of his help in every way possible in carrying out our program for the intellectual, moral, and physical education and elevation of the people in this great city. The children and young people sang the Brazilian national hymn, and, as the mayor and his party were leaving, all sang one of our Brazilian songs which is an adaptation, or imitation, of "My Country, 'Tis of Thee." It was a delight to see how eagerly the children and young people embraced the opportunity of becoming acquainted with the apparatus and how readily they grasped the idea of its use.

The equipment is expensive, but the manner in which it was obtained enlisted co-operation from several different sources. The municipal authorities of Rio de Janeiro furnished the grounds and bore all charges connected with putting them in order and erecting the apparatus, which represented an expenditure of at last two thousand dollars. The apparatus and outfit donated by friends as above mentioned amounted to another two thousand dollars. The physical director in charge has supervision also of the gymnasium work in the Young Men's Christian Association and calisthenics in the People's Central Institute. The mayor of the city promises to send groups of public school children to the grounds as often as possible; and free and frequent use will be made of them by all connected with the two co-operating institutions.

PUBLIC SCHOOL PLAYGROUNDS IN PORTO RICO

At the beginning of the school year 1908-9 Porto Rico had but one playground,—maintained by the Playground Association of Porto Rico. The Commissioner of Education for Porto Rico felt this ought not so to be. He decided to do what he could to encourage the establishment of playgrounds. Dr. Henry S. Curtis was secured to give illustrated lectures. Circular letters were sent out by the departments to all the school boards and municipal authorities of the different towns of the island asking for their "co-operation in this important phase of education." The school boards and

PUBLIC SCHOOL PLAYGROUNDS IN PORTO RICO

town officials in many places immediately began looking for desirable sites. F. E. Libby, General Superintendent of Schools, was intrusted with the problems relating to playgrounds. He visited many of the towns, inspecting playground sites and advising with regard to the apparatus best suited to local conditions. The attitude of the school boards and of the prominent men was found most encouraging.

In a number of towns land for playgrounds was donated by the municipality; in one by a private individual; in three it was rented by the school boards; in five it was bought by the school boards; in five the use of the land was granted free by private individuals. Over fifty-seven acres have been set aside for playgrounds in fifty-two towns. Over twenty thousand dollars has been expended for apparatus.

As a rule the playgrounds have been open during recess and for a few hours in the afternoon. The teachers have co-operated by offering their services. In most cases the regular grade teachers have been in charge of the playgrounds while the children were playing.

The Commissioner of Education believes that "the time is not far distant when attention will be directed to the physical needs of the fifty thousand children in the rural schools of Porto Rico."

Porto Rico has already surpassed the rest of the United States in that she has a regular department of her government carrying on playground field work. What Porto Rico has already achieved several states are now beginning to consider,—the appointment of a regular state official who shall have the same relation to the problems of play that the state superintendent of education has to the problems of the schools.

GAMES WHICH HAVE PROVED THEMSELVES

WILLIAM R. HARPER

New York City

These particular games are tried and true. They are, so to speak, of the automatic type. Just start the boys in these games and they will play them by the hour as they now play baseball and basketball. These games have the interest-producing power that makes the boys play with spirit.

These game diagrams will enable the playground worker to quickly organize large numbers of children and supply a variety of excellent games having the qualities of classic play,—simple in formation, intense with interest, and engaging many players.

Good and excellent as are baseball, basketball, and tennis, yet the numbers engaged are so small there is need for the kind of games proposed in this brief paper.

The three famous games are included in the above. Baseball is played in the square or diamond, basketball in the triangle, and football in the parallel lines. There is no reason why all the games proposed under these diagrams should not become equally as famous as the three just mentioned.

LIST OF GAMES, PLANS, OR GAME DIAGRAMS

Note:— \times (mark) indicates the players.

Definitions—A *line* of players is one in which all are facing in same direction standing or sitting *side by side*.

A *file* of players is one in which all are facing in same direction standing or sitting one *behind the other*.

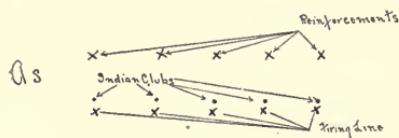
Much confusion results by a mis-use of these two terms, *line* and *file*.

The various basic forms of all games are as follows: (1) line (—) or parallel lines (=); (2) file(|) or parallel(||) files; (3) ring (○) or rings(◎) or (◎); (4) triangle (Δ); (5) diamond(\square), and (6) miscellaneous groups.

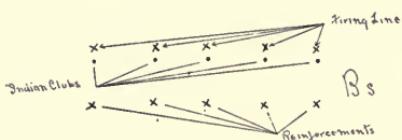
LINES GAME

Bombardment.—Each boy on firing line has a bean bag or ball. Behind each boy on firing line is placed an Indian club or

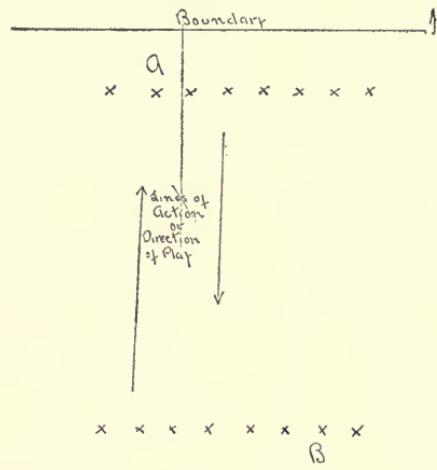
GAMES WHICH HAVE PROVED THEMSELVES



Center of Field

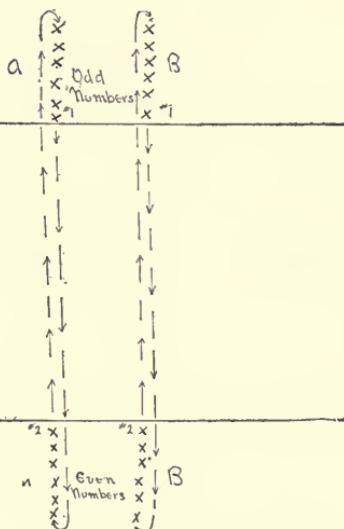


Wm R. Harper.
Bombardment



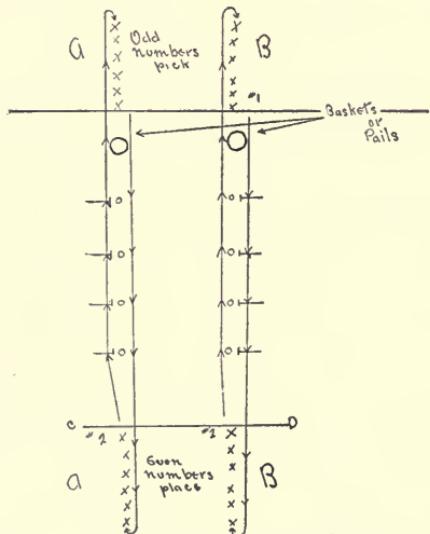
Boundary

Wm R. Harper
Boundary Ball—Girls
Hill Dill—Boys
or
Double Duck on Rock—Boys



Wm R. Harper;

Shuttle Relay Race
(also Flag, Bean Bag, Ball, Dumb-bell)



Wm R. Harper
Team Potato Race

GAMES WHICH HAVE PROVED THEMSELVES

cigar box standing upright. Each boy on firing line and his reinforcement, *i. e.*, the boy directly behind him, is termed a company or regiment. The boy on firing line is standing directly in front of the Indian club protecting it against being knocked down. The boys of the firing line of the opposing teams throw their missiles continuously until all companies or regiments of one side or team have been beaten. A company or regiment is defeated as follows: When a club is knocked down first time, firing line boy goes to rear as reinforcement, original reinforcement boy goes to front to defend same club or box; when same club or box has been knocked down a second time the company or regiment has been defeated and retires.

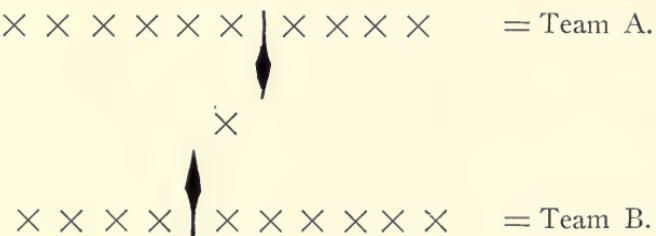
Boys on the firing line may run forward to center line of field (but not over it) to throw their missiles (bean bags or balls); while doing this their reinforcements may defend the club or box until return of firing line member; only one boy at a time allowed to defend a club.

The (—) line game—Duck on Rock.



Each boy on line has a ball or bean bag. Follow old rule for game.

The (=) lines game—Hill Dill.



While teams are changing places boy in center tags as many as possible. All tagged assist him until all are tagged. The team last tagged wins.

Rules—Ref., 150 Gym Games.

GAMES WHICH HAVE PROVED THEMSELVES

THE FILE OR (||) FILES GAME

The odd numbered boy starts the race. The obstacle is delivered to team mate behind the line. No boy runs until he receives the obstacle (flag or bean bag, etc.). These games may be run in as many sets as there are judges (one judge for each set; a set is composed of two teams). With ten judges, it is an easy matter to engage one thousand boys under given weight at the same time. Have the ten sets compete if desired. The winning team of any set making the best time, wins. Of course, all teams must have same number of boys.

Note.—Any number of boys up to fifty.

Rules—Ref., 150 Gym Games.

THE FILE OR (||) FILES GAME—OBSTACLE

The odd numbered boys on each team start the race, following the regular rules of the potato race until they have placed the last potato in the basket. Then they touch off a Number 2 member of their team (behind the line C D). The Number 2's take the potatoes one at a time and place them on the marks (indicated by small sticks laid flat on the ground) until all potatoes are placed again. Then touch off the next Number 1 of the team,—and so on. One thousand boys may be engaged in this game at the same time.

THE RING GAME

Competitive Dodge Ball

Team A forms ring.

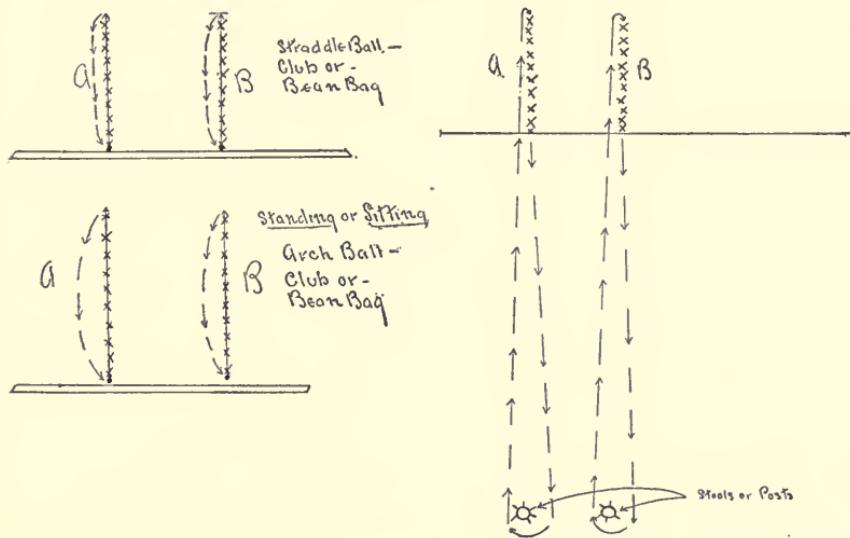
Team B group is within ring.

1. Boys on ring throw the basketball to strike any boy of inner group. As boys are hit they quickly join the ring and assist in the throwing. The last boy remaining within ring (being the best dodger) is the winner for his team.

2. Then the teams change places; the team that was within now forms the ring and their opponents gather within ring. When the winner for this team has been determined the winners for both (2 boys) are placed within ring composed of the two teams. The boy who dodges free of the ball to the last determines the winning team.

Rules—Ref., 150 Gym Games.

GAMES WHICH HAVE PROVED THEMSELVES

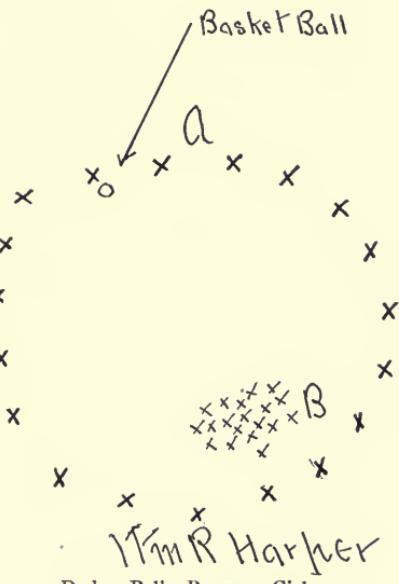


Wm R. Harmer

Arch Ball—Shot Relay—Basket Ball
Arch Ball—Wall Relay

Wm R. Harmer

Single Relay Race—Free-hand
(also Flag, Bean Bag, Ball, or Dumb-bell
Relay)



Dodge Ball—Boys or Girls



Children in the large city need to play in the winter just as much as village children.

BOOK REVIEWS

BERTHA FREEMAN

HOMELESS, VAGRANT AND RUNAWAY BOYS*

One of the most readable as well as enlightening chapters in Mrs. Solenberger's "One Thousand Homeless Men" is that devoted to boys. The author here gives the account of her experience with, and the results of her study of, one hundred and seventeen boys who came under her gentle and wise influence for the three years when she was a district secretary in the Bureau of Charities in Chicago. This account includes not only the record of what was done for the boy at the time he was under treatment, but also what could be learned from a recent inquiry into his after life.

Mrs. Solenberger's conclusions are that the boy of from fifteen to nineteen runs away from home, not because of the cruelty of parents, but more often because of the lack of understanding between him and the other members of his family and their failure to make life at home interesting and happy. So often running away comes from a desire to wander which if counteracted by directed travel or by work or amusement would save the boy from becoming the worthless tramp which is so apt to be the end of the runaway boy.

Mrs. Solenberger notes with hopeful tenor the general recognition of the need for manual training in the schools, for boys' clubs, for directed games on the playgrounds, and for a wider consideration of the adolescent boy.

RECREATION LEGISLATION†

Whereas formerly legislation affecting recreation concerned itself merely with the protection of society from those who sought their recreation in such a way as to make themselves objectionable to the community, of late it has come to the social consciousness that the way in which people spend their leisure hours is a powerful factor in the welfare of the community. Therefore, within the last few years such legislation has taken on a constructive

* Chapter XIII of "One Thousand Homeless Men," by Alice Willard Solenberger. Charities Publication Committee 1911. Price \$1.25

† "Recreation Legislation," compiled by Lee F. Hammer. Publication No. 106, Department of Child Hygiene, Russell Sage Foundation. Price, 20 cents.

BOOK REVIEWS

aspect.. Since 1892 sixteen states have passed laws, permissive or mandatory, or both, providing for various phases of public recreation.

This pamphlet of sixty-eight pages quotes all the state laws in existence in this country and a few of the city ordinances which are typical. Not the least important of its contents is the text of legislation proposed in two states which has not passed, but which is rich in suggestion for those who wish to draft recreation legislation which shall meet the needs of communities in an up-building way.

HANDBOOK OF SETTLEMENTS*

A most valuable reference book has this summer been published under the auspices of the Russell Sage Foundation—the Handbook of Settlements, by that authority on social settlements, the head resident of the South End House in Boston, and his colleague.

Here are presented in brief outline the material facts about every social settlement in the United States. These are found to number four hundred and thirteen.

In an appendix are to be learned the locations of social settlements in other countries, with the names of the head workers, and also facts with regard to settlements in this country which have been discontinued.

It is significant to note, in a casual glance through its pages, how large a part recreation fills in the activities of the settlement.

THREE HUNDRED GAMES AND PASTIMES†

A BOOK OF SUGGESTIONS FOR CHILDREN'S GAMES AND EMPLOYMENT

In this volume of 367 pages the question "What shall we do now?" is answered by suggestions of amusement for boys and girls in the city or country, outdoors or in, alone or in groups.

A section given up to games to be played wherever one happens to be and using whatever happens to be at hand, will

* "Handbook of Settlements," by Robert A. Woods and Albert J. Kennedy. Charities Publication Committee, New York, 1911. Price \$1.50 (cloth); \$.75 (paper)

† "Three Hundred Games and Pastimes; or, What Shall We Do Now?" by Edward Verrall Lucas and Elizabeth Lucas. Macmillan, New York. Price, \$2.00.

BOOK REVIEWS

be welcomed by those who have the care of children upon journeys and have found themselves at a loss to occupy the tedious hours on the train or when obliged to wait while making connections. Gardening and cooking come in for consideration, and also the care of pets. The book is simply written and may be put into the hands of the children themselves, or kept by the mother as a reference book when ideas fail. A number of blank sheets at the end are provided for notes of games not mentioned in the book, but which the owners of the book have invented, or learned from other sources, and have enjoyed.

CAMPING FOR BOYS*

Have you smelled wood smoke at twilight?
Have you heard the birch log burning?
Are you quick to read the noises of the night?
You must follow with the others, for the young men's feet
 are turning
To the camps of proved desire and known delight.

From Kipling's "Feet of the Young Men"

Camping offers a solution for the problem of the summer vacation period which so often, because of the lack of restraint and of regular duties, becomes a period of moral deterioration for school boys.

The author of this handbook of suggestions for those who undertake the charge of boys' camps has had twenty-three years' experience in conducting such camps.

He tells us the purposes and aims of camping, gives practical hints for the administration of the camp, and of the activities of the camp.

A bibliography accompanies the discussion of the various topics and diagrams and illustrations are helpful and enhance the value of the text.

* "Camping for boys," by H. W. Gibson. Association Press, New York, 1911. Price \$1.00

A PLAYGROUND IN THE HEART OF A GREAT CITY





New Boston

THE FIGHTING INSTINCT PRESERVED WITHOUT WAR



Playground Commission, Mt. Vernon, N. Y.

CHILDREN WAITING FOR A PLAYGROUND



WHO CAN RESIST



A CHILDREN'S CRUSADE



Missoula, Montana

A PLAYGROUND ESTABLISHED

Basket Ball, Captain Ball, Pass Ball, Teeters, and Slide—All at the Same Time



SUMMER DAYS ARE COOLER WHEN A CITY CARES FOR HER CHILDREN

THE RECREATION ALLIANCE OF NEW YORK CITY

RECREATION ORGANIZATIONS WORKING TOGETHER

When the various organizations in New York City actively interested in recreation met in the home of Eugene A. Philbin, March 14, 1911, they found that they were twenty-six in number. They resolved to work together, and, that this co-operation might be effective, united in a federation calling themselves the Recreation Alliance of New York City. They worked together to secure the recreation commission. They are now a unit in sympathetic co-operation with the recreation commission. Each recreation question arising in New York is now faced by the organizations working together in the Alliance they have formed instead of by each society separately. A budget committee considers the recreation features in the city's budget and looks at recreation needs from the point of view of the city as a whole. Recently the Alliance has been interested in the attempt to bring about better conditions in the motion picture theatres, many of which have been poorly lighted, badly ventilated, and below the standard which so important a social center for the people should maintain.

The strength of the Alliance lies in the unity with which the following organizations work together:

- Association of Neighborhood Workers of New York
- Brooklyn Bureau of Charities
- Brooklyn Committee on Recreation
- Brooklyn Neighborhood Association
- Charity Organization Society of the City of New York
- Children's Aid Society
- City History Club
- Committee on Amusements and Vacation Resources of Working Girls
- Fifth Assembly District Playground Association
- Flatbush Playground Association
- National Board of Censorship of Motion Pictures
- New York Association for Improving the Condition of the Poor
- New York Association of Working Girls' Societies
- New York Kindergarten Association
- New York Probation Association
- New York Section of the National Council of Jewish Women
- Outdoor Recreation League

CITY HISTORY CLUB

Parks and Playgrounds Association of the City of New York
Parks and Playgrounds League of Queens Borough
People's Institute
Public Education Association
Public Schools Athletic League (Boys' Branch)
Public Schools Athletic League (Girls' Branch)
West End Association

CITY HISTORY CLUB*

New York

The fascinating fields of history have been opened up to children and young people in settlements, public and private schools, and missions, through the establishment of classes and self-governing clubs, through the use of historical pictures, colored maps, lantern slides, through excursions to historic sections, through originally constructed historical games, and through debates, discussions, and plays, by the City History Club of New York City.

The travel clubs and the civic clubs make their chief point in excursions,—with preparation preceding and discussion following. Leaders are trained in the civic classes and special comprehensive excursions, so that the influence constantly extends. Twelve excursion leaflets have been published, which have been spoken of as the most complete historical guide to New York. Through these excursions, too, the City History Club is able to co-operate with the Public Schools Athletic League, Girls' Branch, in arranging long half day walks to show historic spots. Once a year a field day is held consisting of athletic events for boys and girls and a long ramble to see Indian and colonial relics.

The Club has about twenty-five hundred lantern slides, illustrating the history, development and government of New York, and points of interest about York, England, and Holland. These with syllabi of lectures are rented.

The games used are dissected maps and historical illustrations and the Club Game played like Authors, the cards containing statements of historical facts. A boy recently invented a Mechanical City History Game to be played on a checker board.

* From a report to the Recreation Alliance of New York City

THE NATIONAL BOARD OF CENSORSHIP

At the open meetings speaking, debates and historical and civic plays form the program. Most of the plays have been composed by the club leaders—a few by the children themselves. Among those which have been presented in the last five years are The Daughters of New York (Indian, Dutch, Huguenot, English, Revolutionary, English Federal, Nineteenth Century), Capture of New Amsterdam, Leisler's Rebellion, Zenger Trial, Nathan Hale, Bow of Orange Ribbon, The Flag of New York, Granting the Dutch Charter, Every Woman Has Her Day, The Making of a Citizen. These are performed with little or no scenery. Some are simply dialogues, no action being presented. The chief value frequently is the interest developed during the composition and rehearsals; yet there is real historical value if they are carefully supervised.

THE NATIONAL BOARD OF CENSORSHIP OF MOTION PICTURES*

JOHN COLLIER

Educational Secretary

The primary duty of the National Board of Censorship is the supervision of the entire regular out-put of motion pictures for this country. Growing out of this work are two other important duties:

First: The censorship of films is only a part of the problem of adequately regulating motion picture theatres. No American city has thoroughly worked out its problem of local regulation and the National Board is being continually called on to advise and help in the framing of local legislation in different cities, dealing with health, safety from fire, eye-strain. Of course, the regulation of picture theatres is in itself only a part of the still larger problem of the regulation of licensed amusements.

Second: Motion pictures have a technical educational use in school instruction, propaganda, public lecture work, recreation and social center work. The National Board of Censorship is

* From a report to the Recreation Alliance of New York City

THE NATIONAL BOARD OF CENSORSHIP

at present the only bureau of information on this phase of motion pictures, and corresponds extensively with every part of the country.

With reference to the primary work of censorship the problem of the National Board differs from that of many organizations in this particular: most organizations can do more or less as their budget permits, and while they may have to leave something undone which is very desirable, still their existence is not menaced through failing to expand immediately. But the National Board has to see all the pictures produced and has no control over the growth and volume of production. The number of motion pictures produced each week has about doubled in one year and is still increasing, and the National Board is being severely taxed both with regard to its financial resources and its volunteer committees.

It is the practice of the National Board to have volunteer members present whenever possible at the censoring of pictures. The secretaries are authorized to act without the volunteer committee only in cases of positive necessity, but one of the secretaries must be present at all meetings of censorship. In addition, with the growth of the work it has become necessary to keep records of a more minute character, and the connections throughout the country have multiplied and the opportunities for stimulating and guiding local initiative in different parts of the country have multiplied very rapidly.

The censorship needs first of all more members for its volunteer committees. Each member customarily makes himself responsible for one session a week or as many more as he can undertake.

In addition, the censorship needs an increased income in order to employ a new assistant secretary and to obtain increased clerical and stenographic help. There are at present two secretaries devoting their entire time to the censorship and about half the time of the Recreation Secretary of the People's Institute is devoted to the educational propaganda of the Board of Censorship. There is needed an additional secretary for field work.

The present income of the National Board is derived entirely from the trade interests except for the loan of time for executive services from the staff of the People's Institute. The trade inter-

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ests which contribute (both members of the Motion Picture Patents Company and of the rival Distributing and Sales Company now contribute) feel that their contribution is abundantly justified in a business way, as the quality of motion pictures is improved, reckless producers of pictures are restrained and public confidence is enhanced. But on its side the National Board feels that it is undesirable for a preponderance of its support to come from the trade interests, principally because it is hard to make it plain to the public that this contribution by the trade interests might not in some way influence the judgment of the censoring committees. Likewise the censorship would gain an increased sense of stability if its financial support were more broadly based on the shoulders of the general public.

Few people, without a good deal of thought, are likely to realize the far-reaching character and the large result of the Board's work. At present all but about one foot of film in four thousand feet is authoritatively censored by the Board; and eliminations of film aggregating more than twelve hundred thousand feet have been made. The stimulating influence and upward pressure of the Board on the whole motion picture art is much greater than these figures of destruction would indicate. An unquestioned and important effect has been produced by the Board on the amusement of perhaps five million Americans daily. With increased volunteer aid and financial support the Board could push ahead more rapidly and do its work more broadly than is possible at present.

PLAY CENTER*

Since the country as well as the city needs rallying places for both children and adults, play center is a better and more exact term than playground.

LEADERSHIP*

Play is always led, and it is better to have it led by some one of wisdom and judgment rather than left to chance.

* Clark W. Hetherington in address on The New Profession of The Social Engineer

THE ARTS AND FESTIVALS COMMITTEE OF THE ASSOCIATION OF NEIGHBORHOOD WORKERS

The committee originally known as the Art Committee was appointed in 1907, with Miss Katharine Lord as chairman, its immediate object being to inquire into the state of interest in art matters in the neighborhood houses, to investigate the attempts at art instruction and to find out in how far they had succeeded, and to suggest enlargement of activities.

This survey of the field, while most educative to those engaged in it, proved rather laborious and left little time for constructive work during that season. The results of this investigation were published by Greenwich House as No. 3 in its series of publications, in a pamphlet entitled "Public Art Education in New York City."

In 1908-1909 the committee organized a series of illustrated lectures on art subjects, which were given in the classroom of the Metropolitan Museum on Saturday evenings, for the members of settlement clubs and classes. These met with enthusiastic reception and were well attended. In the spring of 1909 the Art Committee, in co-operation with the Playground Committee, organized a festival of folk dancing, which was held in Bronx Park on May 31st, in which representatives of some twenty or more neighborhood houses took part.

In 1909-1910 the committee was enlarged and the name changed to the Arts and Festivals Committee, since the rapid development of the festival spirit seemed to indicate that this was to be the great democratic art expression of the future.

During this year the committee has devoted itself on the one hand to collecting material relating to festivals and other popular dramatic representations, and on the other to the question of hand-work classes in the neighborhood houses, which may be closely allied to festival preparation.

The results of these investigations the committee embodied in a report which contained lists of plays suitable for use in settlements and playgrounds, a bibliography of folk and fairy tales for use as dramatic material, a bibliography of books on costume, also detailed plans for handwork classes. This was sold; and the edition is now exhausted and a new and revised one will soon be issued.

THE ARTS AND FESTIVALS COMMITTEE

The Committee for the current year consists of Miss Katharine Lord, Chairman, Mr. Howard Bradstreet, Miss Elizabeth Colson, Mrs. A. T. Craig, Mr. P. W. Dykema, Mr. Arthur Farwell, Mr. George B. Ford, Mr. Lee F. Hanmer, Miss Alice Minnie Herts, Miss Alice Lewisohn, Mr. Franklin Sargent, Mr. Charles B. Stover.

In 1910-11 the committee made plans for a great Pageant of Industry to be given by children and young people of all the settlements. This proved too large an undertaking for the present, since there is no place at present available within the city limits where such a pageant could be successfully given and it has now been decided to present a less ambitious treatment of the subject, to be called a Masque of Industry, making it an example of neighborhood effort, and co-operation of the different organizations in one locality.

Permission has been given by the Park Department to use a vacant space, which is in process of being made into a playground, back of Public School No. 177 at Market and Monroe Streets. The Parks and Playgrounds Association, the Social Centre Association and the public school, through its principal, have all promised their assistance.

The Masque will be given in May or early June. The preliminary work has already commenced in a story class which is being conducted by Miss Elizabeth Colson. The evolution of industry is traced in stories which the members of the class in turn tell to the children in the various settlement classes, some of whom will take part.

A traveling collection of prints of pictures dealing with industry will soon be prepared.

The text herewith presented is a scenario written not from a literary point of view, but with the definite needs of the children and young people who will present it in mind. There will doubtless be changes made in process of rehearsals. The scenario is copyrighted to protect the rights of professional production; but it is printed in full in the hope that it may be useful and suggestive to playground teachers, settlement workers and all those who see in the use of dramatic forms a means of broad and far-reaching education.

PAGEANT OF THE EVOLUTION OF INDUSTRY*

By KATHARINE LORD

EPISODE I represents first stage of Industry in which man labors only for himself and his family and every man's hand is against his neighbor. This is the hunting and fishing age, when "if we accept the doctrine of evolution we must be able to look back upon a time when our ancestors were living a mere animal existence." (Ely, p. 26) Man discovers fire and makes it minister to his animal needs.

SCENE—A Cave—the entrance defended by tumbled stones. The cave-dweller issues suspiciously from the mouth of the cave, peers about, sees another cave man concealed in the brush, and dodges back. The other cave man creeps away with signs of fear. Cave man seeks for a stone and sharpens it into a rude weapon. In sharpening it fire is struck which catches dry brush. Little creatures dressed as flames spring up from the stones and execute a dance representing fire. The cave man and his brood stand about in wonder. At the moment that the dance begins a real fire is kindled, so that embers will remain for completion of pantomime. In pantomime the man indicates first fear, then a pleasurable feeling of warmth. He summons his sons and goes forth to hunt, peering cautiously about. The wife and younger children creep forth and warm themselves at the embers. The hunters return with a deer. Two dress and prepare the skin. While the woman places the meat on a spit over the fire, the fire sprites again appear and dance around this. The cave family appear not to notice them, being busied about other things. When the meat is cooked the cave man and family take it and eat it. Just as they finish the other cave man appears in the thicket again. The cave family see him. The children express fear. He becomes aggressive and picks up a stone. Then he beckons toward the thicket and a second man appears. At this the cave family consult together, then creep into the cave for shelter. The two men reconnoitre a little more, then silently steal away. The fire sprites again spring up, and dance about the smouldering fire, making sorties to the mouth of the cave as if to tempt the cave family forth. When this is unsuccessful, they one by one disappear into the cave.

EPISODE II represents the stage in which man has lost the fear of his fellow beings and associates freely and joyously with them. It is the pastoral age, in which are the beginnings of domestication when man "learned to utilize domestic animals for food and work." (Ely, p. 39) Man discovers the poetry of fire and worships it as a god.

* Copyright applied for

PAGEANT OF THE EVOLUTION OF INDUSTRY

SCENE—Across the green in front of the cave comes Pan. He dances, expressing delight in the light of the sun, the balmy breeze, the flowers, a little brook that flows nearby, and finally, the joy of mere existence. Shepherds appear from different quarters with their sheep. They stand about watching Pan in wonder. Pan becomes more frolicsome and lures the sheep away from them. The shepherds try awkwardly to imitate the sportiveness of Pan. He finally leads all their sheep away and they fall into a dance expressive of their heavier, more human pleasure. Maidens appear with distaffs. The shepherds woo them and entice them into the dance, which they enter shyly. Pan appears piping in the distance and beckons the shepherds away. They run away, waving laughing farewells to the astonished maidens.

DISTAFF DANCE. Little creatures with long filaments of wool, come flocking from all sides and execute a dance resembling maypole dance, twisting and untwisting the threads from the distaff. They dance in small groups of four or six around each maiden.

The shepherds and maidens enter in couples to beautiful music. They discover at one side grapes upon a vine and at the other a patch of growing grain. They break into groups, the maidens gathering the grapes into baskets and the men reaping the golden grain. While they are doing this, there is in front a dance of spirit of the grain. When they have finished the men dance a reapers' dance, and the maidens the dance of the wine press.

Lastly they erect and deck an altar and set fire to the offerings of grapes and grain laid upon it, and while it burns they dance about it, chanting a song of worship.

INTERLUDE I.

All about the scene the gnomes are discovered delving in the earth. Some appear from behind rocks carrying heavy bags. They talk together comparing bags. In pantomime they express the value of their treasure. They discover the cave and hide the treasure in it, and then execute a dance of triumph. At a sound of a great clattering noise, they scatter and hide themselves behind stones and rocks.

EPISODE III represents the stage in which man has organized himself in groups, hostile to each other and struggling for supremacy, and for control of the products of the earth. It is the agricultural age, in which the German tribes "migrated with their cattle into Europe and later became settled cultivators of the soil." (Ely, p. 45) Man now discovers the usefulness of fire in making tools and weapons of offense and defense.

SCENE—The Gothic tribes appear with their women and children, cattle and rude household goods. They find the treasure and there is a struggle of several groups for its possession. The unsuccessful ones pass on, while the successful tribe marches about singing a song of triumph. The gnomes

PAGEANT OF THE EVOLUTION OF INDUSTRY

appear furtively, and retire with signs of grief at their loss. The men of the successful tribe set up the rude forge and anvil. The gnomes appear to them, but are quickly put to rout. The flame spirits appear and are welcomed. Fire is lighted in the forge and the making of the sword takes place. At last the other tribes reappear bringing other treasures, and all join in a chorus indicative of taking possession of the land.

INTERLUDE II.

A large hearth, and around it the signs of many domestic industries. On one side stands a spinning wheel, on the other a loom. Nearby the bench of the cobbler and the table of the silversmith. An old woman takes her seat at the wheel and as she spins, little fairies in flame-colored robes, steal out from the fireplace and dance. Another woman takes her place at the loom and other spirits in rainbow colors dance the weaving dance. The cobbler and the silversmith take up their hammers at their benches and as they pound, little brownies come out and dance. When the dances have finished, the workers show each other their products and in pantomime make exchange of them. The cobbler has finished a pair of shoes for the weaver, who presents him with a roll of cloth. The silversmith presents a brooch to the spinner and takes away a bundle of yarn.

EPISODE IV represents the stage in which man begins to specialize in industry and to exchange with his fellows the fruits of his toil. It is the handicraft stage in which "every man worked for himself with his own tools or for others personally not far above him in the social scale." (Ely, p. 55) Fire has been thoroughly domesticated and is working for each man in his home or shop.

SCENE—The scene of the handicraft stage is Stourbridge Fair, which flourished down to the 18th century. Boys enter carrying materials for booths; they construct a booth at the lefthand side of the stage. Then come in merchants carrying wool, and fishermen with baskets of fish. They commence to barter these commodities at the booth already erected. At the same time there enters another group from the other side and erects a booth on the right side; and the third group erects a booth at the back centre of the stage. Groups of Venetian, Genoese and Eastern merchants carrying characteristic products, come in and barter, and selling of goods goes on at all the booths. While this is going on a group of acrobats have come in, and while they are performing the youths who had set up the booths form for a Morris Dance at the other side of the stage. There are many people coming and going all the time and girls and boys together perform several folk dances. There is a blare of trumpets and the weavers' guild enter with banners, and singing. All the merchants fall into groups. raise their guild banners and wind in procession around the stage to group themselves at last at the front of the stage, where they sing.

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EPISODE V represents the stage in which co-operation and division of labor has produced a new industrial organization. This is the industrial stage in which the use of power manufacture "brought about that far-reaching and rapid change in our industrial life which is known as our Industrial Revolution." (Ely, p. 57) Man discovers the great principle of steam by which the greatest force of fire is used.

While guilds are singing enter group symbolizing steam and factory manufacture; they attack guilds and put them to flight in great confusion. As the guilds retire the steam spirits turn and beckon forward the moving frieze; a heavy frieze of machinery composed of huge wheel upright, a bridge with cross bars, crane, boiler, ladders, rails, etc., carried by men and boys in costumes with insignia of different industries. Behind them are a group of women and children, bowed, wretched looking, carrying burdens too heavy for them. This frieze advances in heavy massive fashion, and poses itself on back of stage and remains there stationary while different forces personified come forward and execute dances representing:

Power
The Spectrum
Electricity
Radio-Activity
Aviation

EPISODE VI represents symbolically the position of Industry in the future.

The scene is laid in the house of Justice where Industry dressed like a household drudge labors incessantly, while Art, Music, Literature, the Drama, the Dance, Play, etc., lead idle and luxurious lives. Justice sleeps on a rich bed, lulled whenever she seems to notice Industry by the ministrations of these beautiful beings.

Suddenly a glowing being that is Light comes rushing in and arouses Justice, who demands to see all her daughters and hear what they have done. When all the others have responded, Industry comes creeping in, and upon inquiry it transpires that she has done all the unpleasant work. The others know no remedy until Light goes and brings Science, who smooths all difficulties, and Industry is restored to her proper place,—Industry, Art, Music, Drama, etc., all working together and assisting each other for the common good of man.

STREET PLAY

JAMES P. PETRIE

Assistant Secretary Playground Association of Chicago

LAST RESORT We read day after day of children killed or maimed by heavy trucks or automobiles while playing in the street. It seems to me that street play is a *last resort*, a forlorn hope in the scheme of recreation for city children. We should try first to secure an ample number of recreation centers whose half mile circle of influence shall touch the circle of adjoining recreation centers. When this is impossible of attainment, vacant lots should be pressed into service, and when the vacant lot fails us, the street is the last hope. City streets are for a particular and specific purpose. They are the channels of traffic and social intercourse and, so far as possible, should be preserved as such. But when such a condition of overcrowding prevails as robs the children—and for that matter the grown-ups as well—of a yard or a park in which to play, then we are justified for the sake of the health of our people in diverting traffic from certain streets. In so far as we are able, we should pick out those streets which are not very important business thoroughfares. But in selecting a street for play, if business is somewhat hindered, we must remember that in any event it would be a terrible mistake to increase the wealth of the business of a city at the expense of the health or well-being of any number of its future citizens.

Can you picture to yourself one small block containing within its confines a population of two thousand people? This is a condition that actually exists in Chicago. Can you picture to yourself a twenty-five foot lot with four houses on it from street to alley? Yet this is a common condition in a number of our river wards. Can you picture to yourself a tenement building swarming with little children whose lives are pinched and starved for the want of a play leader to show them how to play in a normal, happy way as you played in your childhood? Yet there are hundreds of such in our crowded city districts. With these

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facts in mind it is not difficult to understand when organized street play is necessary.

NEW YORK GUILD OF PLAY The first city to face the problem of street play was New York. The Parks and Playgrounds Association of New York tried to close certain streets to traffic for certain hours of the day in order that the children might play in safety. When this project was laid before the legal authorities it was found that under the laws existing then the streets could not be closed for this purpose.

Proceeding along a new line of action, the persons interested in solving the problem then organized the Guild of Play to carry on the work as an auxiliary body to the Parks and Playgrounds Association of New York. The Guild of Play secured the services of a number of play leaders whose duty it was to bring together groups of children on the streets for organized and directed play. In the more crowded districts these groups used the sidewalks and in less congested districts the streets. Wherever a vacant lot was available it was pressed into service for the children. The work has been beneficial so that a great number of New York children who otherwise would not have come in contact with trained play leaders are now enjoying that privilege to the utmost.

BALTIMORE Through the Children's Playground Association of Baltimore, directed street play has been established in that city. During the first summer two play zones were started with play leaders in charge of the groups; and before the summer was over five other sections of the city were included. Since that initial step, twenty play zones have been successfully conducted. Forty-six other cities report streets set aside for coasting in winter; but only three report organized play.

CHICAGO-GAULT COURT Chicago has been rather late in establishing anything of this kind, though the need for an extensive system is very great.

Our first effort was made in a region known as "Little Hell" or "Little Sicily." In one block about one-quarter of a mile long taking in both sides of the street, we found twelve hundred

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children who had no place to play except in a traffic-filled street or a very filthy alley. We went in a body to the Mayor of Chicago asking that Gault Court be closed to all traffic. The Mayor replied that the street would have to be kept open for necessary deliveries in the block, but he would place two police officers—one at each end of the block—to divert all but necessary traffic. We employed two trained play leaders, a man and a woman, to direct the play during the hours when the street was most used by the children,—between one o'clock in the afternoon and dark—at that season about eight o'clock. The boys played playground ball and volley ball; they had races, flew kites—a sport wholly new to them—and played all sorts of running games. The girls were not so easily drawn into the organized groups and games but gradually, under the spell of the play leader, they became intensely interested. In the month when we had the two play leaders on the street the attendance totalled six thousand.

OPPOSITION In every venture of this kind opposition must be expected. Our opposition was a small body of property owners headed by a saloon keeper whose chief protest was that the teamsters who had formerly come down the street no longer stopped at his saloon to buy their accustomed drinks. I do not know what became of the protest which these property owners framed up, for our work was not disturbed by any official order. By the end of August we felt that we had proved our experiment to be a feasible and decidedly helpful one. Owing to the opening of the schools, the shortening of the daylight hours for play, and the expense of keeping two play leaders in this one locality when many other places needed the same thing quite as much, we decided to stop the work on so large a scale, and, if possible, to extend the services of the play leaders to other needy sections. As a result one play leader now has charge of two play zones. Gault Court is still maintained as a play space for the children, the play leader giving her services there three afternoons a week. A new region for street play was opened up on Crittenden and Wade streets, in the neighborhood of the Northwestern University Settlement, where the play is directed

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three afternoons a week by the play leader. The Crittenden and Wade play zone is conducted without police assistance. This particular site was selected because the traffic is light.

I doubt whether it would be possible or even feasible to attempt to have police protection for all the street play work because of the great expense involved. To be sure, the ideal condition for street play would be a spotlessly clean pavement and a trafficless street, but this condition is beyond our hope at the present time.

WITHOUT A PLAYGROUND
—1350 CHILDREN

With our next venture we invaded the populous northeast corner of the tenth ward on the west side. The condition that attracted our attention in this vicinity was, primarily, the overcrowding in the region about the John M. Smyth school on 13th Street, between Waller and Blue Island Avenue. This condition was brought the more forcibly to our attention by a petition from the Chicago Women's Aid Society asking us to convert this short street into a much needed play zone. Within the area of eight small city blocks we found thirteen hundred and fifty children with no playground. These children are in attendance at the Smyth school and there they have not even a space as large as a cellar door on which to vent their energies at recess time or after school. As in many regions in the city no public playground is within reach of the children living there. They are forced to play on the streets and in the alleys or not play at all.

Here then was a situation that sorely needed relief. Before petitioning the Mayor to close the street to traffic, we decided to try out other possibilities. A play leader was placed in charge of the work and the first day she was literally swamped—engulfed—by a mass of children. In interims of flight from one group of children to another she reported that she counted four hundred and fifty youngsters and was obliged to stop with that count. Just how many more there were we do not know. The people of the neighborhood are interested in the new play work and are eager to see it fully developed. We hope soon to correlate our street work with the life of the public school in

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that immediate vicinity. We expect to accomplish this by connecting the work with the evening social center activities which have recently been opened at the Smyth school.

From this brief treatment of the subject of our work, you might obtain the idea that all we had to do to start a play zone was to have some gifted play leader march out upon a street and begin a song or a dance or possibly toss a ball up in the air, like the children about the Pied Piper of Hamelin, the youngsters of the neighborhood would immediately and docilely follow her whithersoever she went. This of course is not the case. There are many difficulties to be met and overcome and much ingenuity and tact must be exercised.

HOW TO START A PLAY ZONE How shall we go about it to establish a play zone? First we are going to prove to ourselves that the conditions in a specific district unmistakably demand the establishment of a zone of play. Next we are going to satisfy ourselves that no other district needs our work more than the one we are studying. When finally every question has been settled we are going to select an asphalt paved street for our playground—for reasons of cleanliness and convenience. Our difficulty now becomes acute; we must find some one to be a leader for the children. We look for one who has the strength of a Samson, the patience of a saint, the kindliness of an angel, and the wisdom of a sage. We select, however, a slim, diminutive person who has none of these attributes but who has vitality and personality—who has a large heart and a large understanding of children and their games, and who, by the way, can make a Samson appear like a school boy. Then she begins her work.

"To be up against a personality is too much even for a tough street arab. Personality and playgrounds go together—one soon learns that." The news spreads at once that a "teacher" has come to play with the boys and girls and immediately every doorway pours forth boys and girls. When mutual acquaintance is established our leader, by what legerdemain we cannot tell, sorts out the sheep and the goats—the little and the big, the tots and the older ones, and starts them to playing in group games.

THE INALIENABLE RIGHT

From games she resorts to storytelling, and from storytelling to folk dancing, and possibly to some simple kinds of hand work. And lo! the district has a playground; the children have found a kindred spirit and have come at last into their own. The street has become the really, truly happy hunting ground of youth.

THE INALIENABLE RIGHT*

"I think it is monstrous, such a state of society as exists in this city. Why, the children, thousands and thousands, have no place to play. It is a crime for them to play ball in the only place in which they can play ball. It is an offence for them to fly their kites. The children of the rich can go up to Central Park, or out into the country in the summer time; but the children of the poor, for them there is no playground in the city but the streets; it is some charity excursion which takes them out for a day, only to return them again to the same sweltering condition. * * * We hold that the value of the land of this city, by reason of the presence of this great population, belongs to us to apply to the welfare of the people. Everyone should be entitled to share in it. It should be for the use of the whole people, and for the beautifying and adornment of the city, for providing public accommodations, playgrounds, schools, and facilities for education and recreation."

HENRY GEORGE.

SWIMMING SCHOOLS

Six swimming centers in Philadelphia were open for ten weeks last summer. Lessons were given free of charge to the pupils of the fourth grade,—men teaching the boys and women the girls. Pupils were required to obtain permission from their parents. The Philadelphia Board of Education has been most progressive in providing for the play of the children.

* From "George-Hewitt Campaign," page 27. By Louis F. Post and F. C. Leubuscher

THE STREET AS A PLAYGROUND

HOWARD BRADSTREET

New York

Streets, vacant lots, and backyards were filled with playing children long before organized effort was made to secure playgrounds. They are still so used. As the vacant lot disappears in the large cities, the streets must become still more a playground. Whether or not grownups recognize the need for play, or appreciate its possibility as a moral factor, the children continue their activities.

The playground agitation of the last few years has brought a search for play space and play leaders, with a realization that both are hard to find in adequate measure. Efforts have been made in New York, Chicago, and other places to close certain streets for certain hours for children's play. The danger in such effort is in forgetting that at best the street can be but an auxiliary to a playground system, and cannot take its place.

The street has as definite a function to serve in a city as a hallway in a house. That function is necessary and must be substantially preserved. If it may incidentally serve other uses, so much the better. It is conceivable that a new city might be built with streets so laid out as to make them adequate for children's play, but they would be very different from the existing type of thoroughfare.

Providing that this point be not forgotten, it is most desirable that the existence of street play be recognized, and an effort be made to direct it. The advantage of street play lies in its publicity and propinquity; the danger in lawlessness and accident.

While a large number of children are killed in New York on the streets (88 in 1909), and still more are injured (more than 1,900 in the same year), nevertheless for one million children, each with 365 days for possible accident to its credit, the percentage is incredibly small, since the presence of traffic has developed an incredible agility. There is as yet no analysis of street accidents possible, but it is certain that quite as many are due to the necessities of street usage as to play. The closing of streets might decrease these numbers but could not eliminate them altogether.

THE STREET AS A PLAYGROUND

In addition to the temptation to steal, which requires almost superhuman courage to resist when push carts are plentiful, the lawlessness of the street serves as an effacer of what the schools would impress. Force gives power on the block, team play very readily becomes gang play, and gang movements are distinctly demoralizing. The large cities are infested with gangs, although their existence is brought to attention only by some peculiarly malevolent deed. It is immaterial upon what field the gang operates,—school, playground, street, backyard, roof or dock. The gang is independent of physical conditions. A large and valuable open tract may be in possession of one or more gangs; and when a gang makes up its mind that no outsider shall visit a park, street, or playground, it is easier for the small boy to let it have its own way than offer any resistance.

The most ardent advocate of a street as a playground would not claim any different code of ethics on the block due to a sign reading "Closed for Play" than if it announced "Closed for Repairs."

To open a street for play would not lessen moral danger or give ethical tone, unless a play leader were put in charge who could effect the magic transformation of street ideals.

The legal phases of street closing involve serious questions. It is a fact, however, that traffic is regulated on the streets: that "park" streets are closed to delivery wagons after noon: that some blocks and streets are "one direction" only: that twelve miles of Broadway and Fifth Avenue were once closed to traffic for a relay race under the auspices of a newspaper: that Jones Street has twice been closed for pageants given by the Greenwich House: that East 15th Street was closed for the pageant of St. George: that Henry Street was closed for Fourth of July games and miscellaneous evening dances. On coasting days in winter upper Broadway is a spectacle with its sleds and coasters enjoying the hill without special permit. The Guild of Play has for two years been leading and teaching street play without closing. Under the Gaynor régime the sentiment of officials is most favorable to the rational use of the streets,—the recognition of children's existence and their right to play.

When General Bingham was Commissioner of Police the matter of officially closing streets upon petition of residents was taken

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up. Five blocks widely separated and adapted to play in paving and traffic conditions were selected and hundreds of signatures obtained asking their use for play between 3 and 6 o'clock in the afternoon. The matter was referred to the Corporation Counsel who advised against so doing, when a change of police administration made further moves unwise at the time.

It is clear that the power of closing streets or of directing traffic is used, and it is not unreasonable to assume that by legislation, that power when questioned, could be extended so as to cover play periods upon petition of residents.

Granted such a power in existence, it would remain necessary to secure results so helpful as to warrant its use. These can be obtained by play leaders with personality enough to inspire a gang and ingenious enough to devise street games as substitutes for baseball, cat, and craps.

In cities where the control of recreation is already centralized, where a friendly and liberal attitude exists towards the children of the street, much could be done by municipal agencies; but where such control does not exist, the private association acting through a Guild of Play or an Athletic League has a large experimental field in first working up a street spirit and then finding the means for its extension.

The closed street cannot supplant a playground.

The closed street may well serve as an auxiliary to a playground.

The leader is more essential than the sign "Closed for Play."

Much can be done in organizing and developing proper street play.

Substitute games for the objectionable ones now played are most desirable.

It must also be borne in mind that the terms "street play" and "closed street" have very different meanings in New York, with its miles of unbroken tenements, with hundreds of children on a single block, from those in a widely spaced city with shady streets and ample back yards.

NEIGHBORHOOD PLAY

Often our recreation centers have confined their activities to their own grounds and buildings and have not accepted leadership in neighborhood recreation. There is no reason why more municipal recreation centers should not go out into their neighborhoods in the same way that the Elizabeth Peabody House of Boston has done. A play leader was sent out into the streets of the neighborhood. She would stop to talk with four or five of the little girls "standing in a doorway on the public street telling the stories picked up one does not know where." Soon instead of listening to these stories these children would be hanging breathlessly upon the words of the play leader as she told them about Uncle Remus.

THE HIGHWAYS AND THE HEDGES The boys gambling around the corner were invited to go with the leader for a tramp and later found their way to the hand ball court owned by the settlement. In this way the tone of the street life throughout the neighborhood was raised. An outdoor pageant was given in the neighborhood park. Songs were taught. Walks were planned regularly. Packages of garden seeds were distributed. Two vacant lots were planted as gardens. In many ways the higher forms of recreation were popularized. "Pleasure has its own contagion,—pleasure of the right kind as well as of the wrong kind."

THE HOUSE AS A PLAY CENTER

Recreation centers have usually rendered their largest service when they have not tried to be more than a center and have seen that all of the recreation of the people of the neighborhood cannot be found within their walls or upon their grounds and ought not to be. The best test of the success of the recreation center, it may be, will be the recreation found in the homes of the district. How much are the songs of the center sung in the homes of the neighborhood? Do the fathers and mothers within the home, even the crowded tenement home, learn the folk dances from the children and dance with them, or at least enter into the spirit of the dances? Do the children repeat in the home the stories told by the play leader upon the playground? How much do the boys play by themselves the games learned upon the playground—when they linger on the vacant lot, or on the street on their way home? How far is the

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spirit of the playground seen in these games and in any chance street play?

How far have our neighborhood centers felt the responsibility for the play of the neighborhood, how far are our centers considering themselves an end? In city after city the recreation secretaries are searching for the unused recreation resources—the school house, the gymnasium, the unused land owned by the city, the vacant lot available for a children's garden, the church property not yet fully used.

With all the search for unused opportunities there is yet one resource which has received little attention. Without expense for land or buildings, merely by bringing to the home,—to the family as a whole,—the spirit of the recreation center our greatest natural recreation resource may often be reclaimed. When our recreation secretaries give the same thought to the home that they have given to the development of the possibilities for joy without the home, when we become as much concerned about family recreation as we now are about recreation for groups within the family,—the children and the young people,—then shall we discover that the new fields opened up contain an undreamed wealth of human happiness.

THE WORLD AT PLAY

COUNTY PARKS

A "county recreation park" has been established by the county commission of King's County, State of Washington. The fifty acres set aside are on the banks of a river. The grounds will be made accessible for picnic parties. Swings will be placed for the children and other playground features added.

Have you ever revisited a county through which you used to canoe, or row, or tramp,—and hunted up the spot where you always stopped to get the view, only to find a large sign—No trespassing—and the wild spot levelled, and the trees under which you used to sleep cut down? If so, you have longed for a system of county parks by which the most beautiful spots along our streams and some of the hill tops might be saved for all to enjoy—for the children's children who also may wish to loiter on the tramp or glide through the waters at sunset time in their canoes.

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What better memorial could any man choose than the little point of land with its overhanging rocks and spreading trees and the little spring hidden away,—arranging that all others forever may drink even as we have from the everflowing stream. Civilization will seem less hard for the boy if we save these little oases where he may still imagine he is living the life of the Indian.

NO LEADERSHIP

Two girls, fifteen and sixteen, sent to the house of refuge. "The playground was lighted hardly at all and poorly policed." Who sinned, these young girls or the community which allowed the playground to be open to young people without leadership? The lives of two girls—all because of the lack of a little wholesome leadership. It is the "inalienable right of every girl to be courted under decent conditions." A recreation center without wholesome leadership is an injury to our young people when it might be for many of them the great influence for good.

COLLEGE AND FACTORY

In 95 per cent. of our colleges physical education is prescribed? Why? Because physical education makes for efficiency in college work. Does physical exercise make less for efficiency for office workers, workers in factories, and in department stores? The answer is evident. It is because of their clear insight into this fact that many employers are arranging for athletic fields and indoor recreation rooms just as our college trustees have provided athletic fields and gymnasiums. For efficiency as well as for happiness our city governments provide opportunities for wholesome physical activity in well regulated evening recreation centers.

PLAYGROUNDS REDUCE NOISE

The Homœopathic Hospital in Washington asked the Washington Playground Association to carry on a playground on a vacant lot adjoining the hospital because the hospital felt that there would be less noise if the children played there under the direction of the Association than if they were allowed to play without such direction. Seven years ago a playground was carried on in this same lot and the hospital took steps to have it closed because there was so much noise. The playground carried on at that time, however, was under

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volunteer supervision. It is interesting to note that three of the playgrounds in Washington are adjacent to hospitals.

OPEN SPACES PAY FOR THEMSELVES

George E. Kessler, in a report of the Kansas City Board of Park Commissioners, states that the development of the park and boulevard system at a cost of \$10,000,000 has advanced the value of the property fronting on these boulevards more than that amount. This statement is based on a careful investigation conducted with the co-operation of real estate dealers. When the system was projected a little less than twenty years ago the opposition to it from property owners was so great that several years of hard fighting by the legislature was necessary before the work could begin. The cost of the boulevards has been paid on the benefit-district system, the cost in each case being assessed against property in the limited district which has been benefited by the improvement.

Mr. Kessler states that real estate men have discovered that frontage on boulevards easily doubles the price of property on blocks two or more streets distant.

SCHOOL TEACHERS AS PLAY LEADERS

That all teachers may be sent out prepared for playground work in grade schools the State Normal School at Chico, California, has a total of one hundred and forty-four students from different classes give an hour a week for twenty weeks to play problems:—

The Playground Movement

School Playgrounds

Personal and School Room Hygiene

Applied Gymnastics

Kindergarten and Circle Games

Playground Games (practiced in gymnasium with teachers, on playground with children)

Folk Dancing

Field Athletics

Field Meets

May Festival

The playground of the Normal School comprises four acres, has

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five volley ball courts, three basket ball courts, two baseball fields, two tennis courts, besides six see-saws, six swings, a sand garden, and a sand table.

STREET CARS AND PLACES TO PLAY

Nine per cent. of the gross receipts of the United Parkways and Electric Company of Baltimore goes to maintain the parks. The amount received by the parks in 1910 was \$556,597.39.

Street cars have made our streets less safe for our children. Is there not an element of justice in having a part of the money received go to open up other places where the children may safely play?

LONDON

A woman official in every London park is the object of a campaign by a special committee of the Women's Industrial Council of London. This organization is one of several interested in providing play leadership for children in England.

CRICKET IN LONDON

Four hundred and sixty-five cricket pitches are provided by the London County Councils. The average number of applications each Saturday afternoon for the year was six hundred and thirty. In increasing the number of cricket pitches from 268 to 465 the number of games played increased from 6,432 to 23,024. In other words an increase of about 74 per cent. in the opportunities for playing the game was accompanied by a gain of over 250 per cent. in the number of games played. "The increased facilities had the effect of popularizing the games," reports the clerk of the London County Council.

The list of pitches, courts, or rinks provided for various games is of interest:

Lawn tennis 481, Cricket 465, Football 272, Bowls 97, Hockey 48, Quoits 35, Croquet 31, Lacrosse 7.

STREET PLAY

Last summer Park Commissioner Stover of New York, after conference with Mayor Gaynor, granted permission for ball playing in West Street for a distance of nearly two miles.

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Vol. V. No. 2

May, 1911

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Secretary National Conference
of Charities and Corrections

Vol. V. No. 3

June, 1911

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The Minneapolis Tribune

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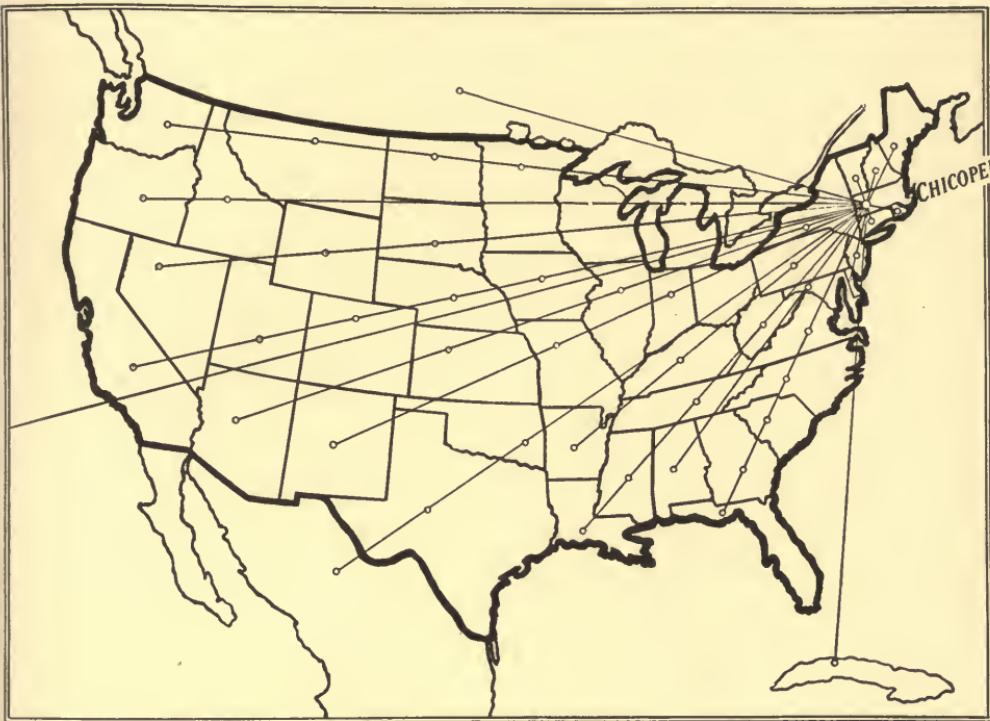
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H. A. JUMP,
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Vol. V. No. 4

July, 1911

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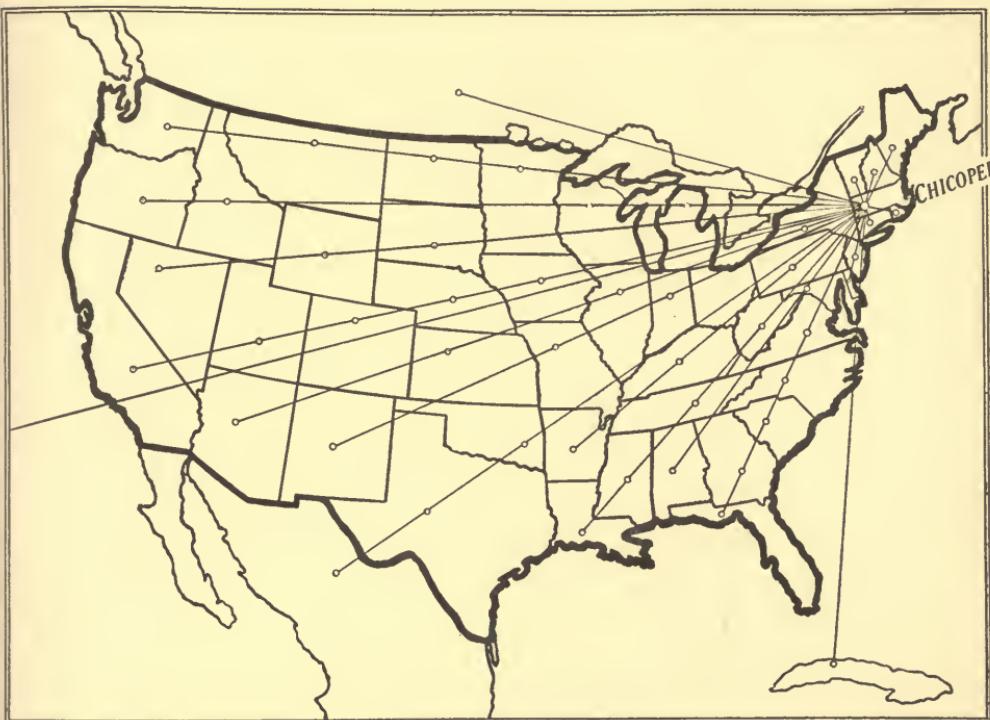
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PLAY

THE VOICE OF THE ETERNAL

It is the call of the eternal hero in the youth that compels him to leave soft and easy ways, and such as are of good repute among his maiden aunts, and venture on the exploits for which we blame him. Sir Launcelot rides forth every day upon our city streets, and next morning the judge says: "Twenty days." It is the boy's determination to overcome—to utterly ignore, rout, and insult—the coward in himself that, when opportunity for hard games is lacking, drives him to law-breaking. It is the voice of nature coming from as deep down in him as you can get—issuing from all that conscience, personality, truth can mean for him—the voice of the eternal as it crops out in his individual soul, that bids him do these things.

It is up to us, utterly our responsibility, to see what issue this best in him shall have. To him the difference between play and law-breaking is not yet fully clear. The necessity of doing something that shall be difficult and daring is still the paramount moral fact. It is for us to see that the road that leads by the playground, not that to the penitentiary, shall be the one left open.

JOSEPH LEE



Vol. V. No. 5

August, 1911

The Playground

To Promote Normal Wholesome Play and Public Recreation

PLAYGROUND EQUIPMENT

A PRACTICAL TALK



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Vol. V. No. 6

September, 1911

The Playground

To Promote Normal Wholesome Play and Public Recreation

Rural Recreation



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POCATELLO PUBLIC SCHOOLS
WALTER R. SIDERS, SUPERINTENDENT
POCATELLO, IDAHO

June 22, 1910.

A. G. Spalding & Bros., Inc.,
Chicopee, Mass.

Gentlemen:

The School Playground equipped with Gymnasium Apparatus has changed the atmosphere of our school at recesses and intermissions. Formerly there was always a spirit of mischief prevailing, which required constant supervision to prevent material harm to the school property, quarreling among the pupils or interference with people passing by. It is strange that we never thought that here was energy needing nothing but direction into proper channels, but such we have found to be the case. The pupils now have an outlet for their energies, and an opportunity to give physical expression to themselves.

The effect upon the discipline of the schools has been astonishing. The pupils seem more happy, more contented with their school. It seems to have contributed to the feeling that the school is an attractive place; a place where they would like to be. This feeling of contentment has made the pupils less restless, more tractable and more easily led.

We have been surprised, furthermore, to learn how quickly the pupils form their own rules as to what is equitable and just in the use of the apparatus. A certain number of Swings, so much time for the Giant Stride, and so on for all the apparatus. The democracy of childhood has made rulings accepted by the whole body, with the exception of a few who need curbing by the teachers. Thus the Playground largely cares for itself.

For the older boys the Vaulting Buck, the Shot, Jump Standards, Running Track and Jumping Pits have been placed. The Athletic Instructor is on the grounds at all times to give instructions, to lead and to inspire to greater efforts by showing the ease with which feats can be performed which seem just beyond the boys.

Each Playground has its equipment of play apparatus, adapted to the age of the pupils in the school. It is our intention to equip each new school with apparatus as soon as they are ready. Half of each school block is given to lawns, trees, ornamental shrubbery and walks. The other half of the grounds is given over to play apparatus.

Our play apparatus has proved that it exercises, produces health, eliminates mischief by providing employment, teaches fairness and respect for the rights of others, makes the school more attractive and makes the government of the pupils much easier.

We are using equipment manufactured by A.G. Spalding & Bros., and have found every piece of equipment to be exactly adapted to its purpose, and entirely free from imperfections of workmanship. From the date of its installation the apparatus has required no repairs.

Yours truly,

Walter R. Siders

NATIONAL PLAYGROUND DAY IN PROFESSIONAL BASEBALL CLUBS

During the summer just passed Playground Day was observed for the first time by six of the major league baseball clubs—by Pittsburgh and Brooklyn at Pittsburgh, by Cincinnati and Boston at Cincinnati and by the American League teams of New York and St. Louis, at New York. The games were the result of an effort to call the attention of the prominent baseball men of the country to what playgrounds are doing for the national game by giving the boys of the country a chance to play. Many of the farsighted baseball leaders have come to see that the reduction of the number of boy players to-day will mean a falling off of men players and fans in the future. As the enthusiastic press agent in Pittsburgh wrote:

"Bleacher philosophers who mourn the dearth of good baseball material and look into a gameless future with dark forebodings are hereby bidden to rejoice, for the powers that rule in Fandom have discovered the salvation of baseball.

In former times when our major league players were pink young things of promise, ball players were trained in the back lots and open streets, but with the building up of the cities and the congestion of traffic in the streets, the embryo leaguer has been driven from his old haunts and the call of 'de empire' is no longer heard in the land except where the Playground Association of America is waging its merry warfare on behalf of the kiddies."

It is very likely that another year a similar plan will be tried with other clubs in the major leagues as well as in the minor leagues. Several of the prominent men in both major and minor circles when approached on the plan responded enthusiastically but it was impossible to work out the details for the general observance of the day this season since some of the clubs held off to see how the people responded to the experiment this year.

The Playground and Recreation Association of America would have a long list of people to thank if it remembered all those who have joined in to make National Playground Day the success that it was this year. The presidents of the National and American Leagues, and of many of the individual clubs, players, managers, newspaper men, local playground helpers, all took a hand.



Vol. V. No. 7

October, 1911

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FOR LACK OF PLAY

It is a lamentable truth that not a few of our patients have always led such treadmill lives that their first experience with fun and good time has come to them within the walls of a hospital for the insane. Some of these, on the eve of going home, have even been known to sigh and say, "I shall miss the dances and the other good times I have had here"; and these not, as one might imagine, the young and giddy, but staid middle-aged matrons who have here seemingly learned for the first time in years what it is to relax and really have a little fun.

BARRUS, in "Nursing for the Insane."

Anyone who has seen a group of children in an orphan asylum transformed through play, or knows how much joy may be brought to the insane or feeble-minded through further development of recreational opportunities, or understands how life may be quickened in homes for the aged, can realize what it would mean to have an expert from the Playground and Recreation Association of America giving his entire time to this problem.

ALEXANDER JOHNSON
Secretary National Conference
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November, 1911

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The problem of recreation is at bottom a family problem. The present tendency is to make the play center a family center. We have long recognized at least intellectually that a child cannot really live without play. Now our vice commissions tell us young people must also play. Soon we shall recognize that fathers and mothers need play, need it just as much in an industrial civilization as in the pioneer days. Then we shall see not only that the children and the young people and the fathers and mothers need to play, but that families as families need to play together.

Ere long again our schoolhouses will be lighted at night and again, as in the pioneer days, we who live in cities will take time to know each other, to live together in our leisure hours, to play as well as work. Then when families as families have time to play together in the municipal play center we shall begin to have a vision of democracy.

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December, 1911

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Vol. V. No. 11

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The Playground and Recreation Association of America now needs above everything else an even larger group of men and women of influence devoted to the national recreation movement and ready to give their time and strength to it. In no military campaign ever waged has there been greater reason for men to give their entire strength to the cause than in the present campaign to make it possible that all men may have "life and have it more abundantly." There are few opportunities for rendering more fundamental service to the whole country than in the direction and development of the "Leisure Time" movement.

The demands now being received from cities where a beginning has already been made in recreation work are so urgent that if the Association were to receive \$25,000 additional this year, every dollar of it ought to go for this intensive work.

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March, 1912

The Playground

To Promote Normal Wholesome Play and Public Recreation



St. Louis Playground Commission

PLAYING THE GAME
TETHER BALL

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The Home Playground. By Joseph Lee. 10 pages. Price, 5 cents.

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Landscape Gardening for Playgrounds. By Charles Mulford Robinson. 12 pages. Illustrated. Price, 5 cents.

Report of The Committee on Equipment, 1911. The Playground, Vol. IV, No. 8. 12 pages. Price, 25 cents.

AN HOUR IN A MOTION PICTURE THEATRE

The audience was of calloused laborers out of work and of the misshapen women of the mill town; Slavs and Italians, Germans and native-born—babies, too, who when they whimpered were fed at the mother's breast. And it was the most modern of miracles; the drudges of the kitchen and the sweated cogs of the mills, the undermost of people, who through all ages have been denied beauty and art and vivid careless joy, merged here their narrow lives with the broadcast splendor of the world. The great outdoors came into this narrow room, with spacious prairie and breaking sea; beauty came in the shapes of men and women making love; adventure brought its rough riders, its miners and sailors; and a girdle was put about the earth in thirty minutes. This was art democratic; this gave back to the people their withheld heritage of the rich ages; and who could doubt that the starved hearts of men and women were fed? For I heard the laughter and the weeping and the naïve exclamations that showed that these watchers had become the actors.

JAMES OPPENHEIM, in *The Outlook*.



